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ABSTRACT

This vocational education handbook for secondary schools in Wisconsin is designed to serve as a resource for local coordinators and persons who plan and develop vocational programs for comprehensive high schools. The first of eight sections focuses on general and administrative guidelines. Among the areas included in the section are (1) administration of vocational education; (2) organization, role, and responsibilities of state education; and (3) benefits of vocational education. Focusing on planning, section 2 discusses the long-range planning format, the local long-range plan, and areas of attention in federal legislation. Among the topics addressed in the manpower development section are manpower planning, steps in initiating vocational programs, vocational equity, adivsory committees, alternative delivery systems, and student organizations. Section 4 focuses on vocational personnel. Vocational education evaluation and reporting is described in the fifth section. Focusing on funding, section 6 describes the history and philosophy of federal funding, funds available for secondary education, general accounting for program applications, priorities for expenditures, and alternative fundings sources. Section 7 gives general procedures and guidelines for accounting and presents sample accounting forms. Section 8 contains a glossary of terms. Appended material includes a list of funding sources, compulsory school attendance guidelines, and suggested program improvements. (LRA)

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VOCATIONAL EDUCATION HANDBOOK
FOR SECONDARY SCHOOLS IN WISCONSIN

A Resource for Local Vocational Education Coordinators and Persons Who Plan and Develop Vocational Education Programs in Comprehensive High Schools in Wisconsin

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THE DIVISION FOR INSTRUCTIONAL SERVICES
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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December, 1979
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1.1 INTRODUCTION

In the development of the Vocational Education Handbook for Secondary Schools in Wisconsin, the writers have incorporated basic policies of the Bureau of Vocational and Career Education, Wisconsin Department of Public Instruction.

The handbook was designed to be broader in nature than the original LVEC Handbook (1965) in order to provide a more comprehensive range of content matter and encompass a wider range of utilization by various practioners.

The handbook is divided into several sections including a section which contains appendix materials related to vocational education in general.

This handbook presents materials which reflect the writer's awareness of matters currently relevant to vocational education in Wisconsin secondary schools. Because of the dynamic nature of vocational education and the rapid exchange of information in our society, continual revision of materials in the handbook will be necessary.

The handbook will provide valuable assistance to the user in recognizing vocational education as a systematic program, primarily aimed at the development of attitudes, knowledge and skills which can contribute to society and bring satisfaction to those individuals who participate in such a program. It is the intent of this handbook to assist the user in attaining the objectives of a quality vocational program, which include:

1. To understand influential aspects of society (agriculture, business, family, industry, health, marketing, etc.).
2. To explore self and occupation.
3. To develop competencies for occupational entry, maintenance, and continued education.

This handbook can play a significant part in the attainment of these objectives, and the attainment of the goal of a well-rounded educated citizen who will contribute meaningfully to their community.

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1.3 MESSAGE FROM SUPERINTENDENT

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

TO: Local Vocational Educators

This handbook is the culmination of the efforts of an advisory committee composed of Local Vocational Education Coordinators and staff of the Bureau for Vocational and Career Education. These vocational educators have gathered policy information and resources that will be used to implement, refine, and expand local vocational programs. The handbook is written with the thought that vocational education is not an alternative to a "regular" education. Rather a vocational education is a sound and timely education itself. As such, it must be an integral part of the total high school program. High school students who receive a vocational education benefit from the most direct linkage between the school and the community that exists in modern education.

Comprehensive vocational education began in Wisconsin in 1965 with a pilot program involving 34 high schools. Currently 289 high schools have vocational education programs. However, approximately 20.3% are comprehensive programs. The growth attests to the success of vocational education in meeting both needs of students and needs of students and needs of communities for skilled employees and involved citizens.

It is hoped that this handbook will prove to be a helpful and useful document as vocational education opportunities for the students in our secondary schools are improved and expanded.

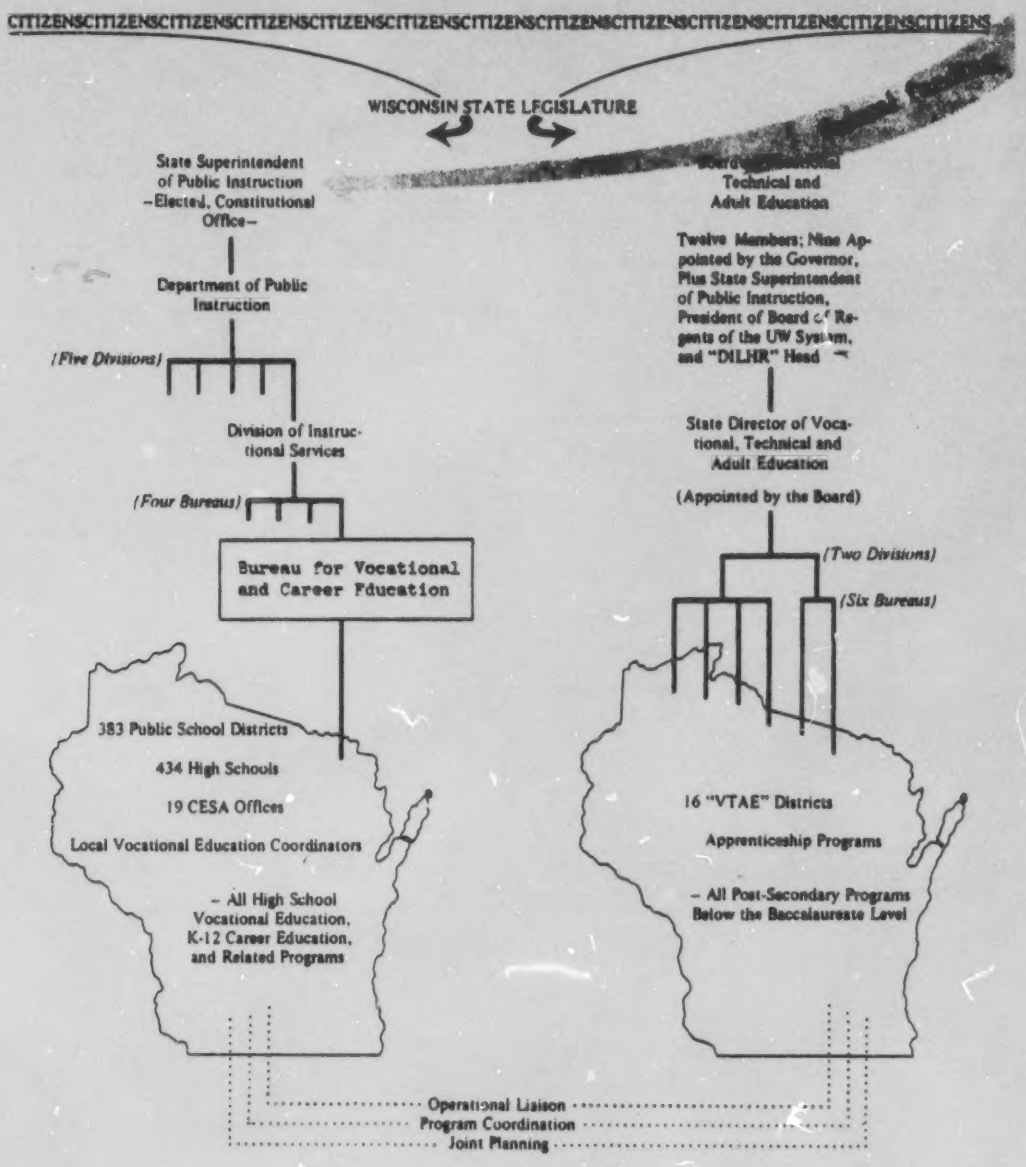
Sincerely,

Barbara Thompson

Barbara Thompson
State Superintendent

126 Langdon Street, Madison, Wisconsin 53702

1.4 administration of vocational education in wisconsin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WISCONSIN STATE LEGISLATURE
State Superintendent of Public Instruction –Elected, Constitutional Office–
Department of Public Instruction
(Five Divisions)
Division of Instructional Services
(Four Bureaus)
Bureau for Vocational and Career Education
383 Public School Districts
434 High Schools
19 CESA Offices
Local Vocational Education Coordinators
– All High School Vocational Education, K-12 Career Education, and Related Programs
Technical and Adult Education
Twelve Members; Nine Appointed by the Governor, Plus State Superintendent of Public Instruction, President of Board of Regents of the UW System, and "DILHR" Head
State Director of Vocational, Technical and Adult Education
(Appointed by the Board)
(Two Divisions)
(Six Bureaus)
16 "VTAE" Districts
Apprenticeship Programs
– All Post-Secondary Programs Below the Baccalaureate Level
Operational Liaison
Program Coordination
Joint Planning

1.5 JOINT STATEMENT OF COOPERATION

in Providing Vocational and Technical Education Opportunities
by the Department of Public Instruction and the
Wisconsin Board of Vocational, Technical and Adult Education

Vocational and technical education in Wisconsin is provided to Wisconsin citizens of high school age and older at two levels: at the high school level and at the post high school level. Local public school districts are primarily responsible for providing vocational education to high school age youth, and the vocational, technical and adult education opportunities to post high school youth and adults. At the state level, the Wisconsin Board of Vocational, Technical, and Adult Education and the Department of Public Instruction have responsibility to guide development of vocational and technical education opportunities for citizens in the state.

The Wisconsin Board of Vocational, Technical and Adult Education and the Department of Public Instruction adhere to three reasons for providing vocational and technical education opportunities to individuals. These opportunities are offered on the basis that:

1. educational opportunities shall be provided for all people;
2. educational needs of people change as they continue through life; and
3. education for productive work is one of the primary needs of Wisconsin citizens.

The Department of Public Instruction supervises high school programs of vocational education offered in the context of the comprehensive high school curriculum. The Wisconsin Board of Vocational, Technical, and Adult Education supervises vocational and technical programs offered to post high school youth and adults in area vocational and technical districts. Both the Department and the Wisconsin Board will continue to cooperate in their efforts to provide vocational and technical education opportunities of the highest possible quality to Wisconsin citizens.

We also wish to provide a more detailed framework for implementing the interchange of services between our systems with the welfare of the individual held preeminent at all times. To help establish good working relationships in regard to contractual agreements between secondary and post-secondary vocational programs, the following practices are jointly recommended:

A. Contracts shall pertain to students currently enrolled in a high school who attend a vocational, technical, and adult education district program under the supervision and direction of the high school Local Vocational Education Coordinator (LVEC) or other appropriate high school official. Contracts should be subject to costs actually incurred by the VTAE district based on the specific program to be offered under the contract. Such costs are to be based on a cost per student hour. These guidelines apply to contracts where students are enrolled less than full time in the VTAE program.

B. Factors used to arrive at student hour costs would include the following:

1. Prorata share of salaries and fringe benefits, less state and federal aids, when the instructor is employed by the VTAE District.
2. Costs of consumable instructional supplies.
3. Prorata share of maintenance costs directly attributable to the class.
4. Transportation costs if provided by VTAE.
5. Costs of optional student services attributable to the program, if requested by the high school district. (Examples - guidance, counseling)
6. Prorata share of administrative costs attributable directly to program where substantial enrollments are involved to the extent that the high school students enrolled demand special supervision and services.

The attached SAMPLE AGREEMENT and ADDENDUM will serve to assist contractors and contractees to develop workable secondary post-secondary program contractual arrangements.

With these guidelines and the exercise of goodwill in the delivery of educational services, the extension of the secondary program is achieved and the progression of career development education to post-secondary education is facilitated.

Barbara Thompson
State Superintendent
Wisconsin Department of
Public Instruction

Robert Sorensen
State Director
Wisconsin Board of Vocational,
Technical and Adult Education

1.6 ORGANIZATION, ROLE, AND RESPONSIBILITIES OF THE STATE EDUCATION AGENCY

The role of the Department of Public Instruction is to furnish the leadership for elementary and secondary education as prescribed in the statutes of the State of Wisconsin as outlined therein.

Chapter 115.28 General Duties. The state superintendent shall:

1. General Supervision. Ascertain the condition of the public schools, stimulate interest in education and spread as widely as possible a knowledge of the means and methods which may be employed to improve the schools.

2. Supervision of Schools. Supervise and inspect the public schools, county teachers' colleges, and day schools for handicapped children, advise the principals and local authorities thereof and give assistance in organizing such schools.

3. Federal Aids. Accept federal funds for any function over which the state superintendent has jurisdiction and act as the agent for the receipt and disbursement of such funds.

The Bureau for Vocational and Career Education (BVACE) of the Department of Public Instruction provides leadership for the development, improvement, and expansion of the total vocational education program in all elementary and secondary schools in Wisconsin. In response to demands placed on educators to plan and evaluate their activities, the BVACE provides guidelines, in-service, and leadership to aid LEA's in developing long-range planning and evaluation systems for their vocational education programs.

The role of the consultants in the Bureau is to aid in the development of guidelines and procedures that will improve, expand, and extend the total vocational education program opportunities for Wisconsin students. Their special expertise in given program areas is invaluable as LEA's explore new programs or courses, improve existing programs or courses, and evaluate curriculum and facilities.

Funds from the Vocational Education Act have helped support vocational programs in the State. The administration of these funds is a primary responsibility of the Bureau and the federal fiscal section. The fiscal reporting is coordinated with the Division for Financial Aids. In order to meet federal guidelines, a state plan for vocational education is developed in cooperation with the State Board of Vocational, Technical and Adult Education. It is the responsibility of this agency to ensure that funds are allocated appropriately and so reported to the U.S. Office of Education. In addition, there are specific reporting requirements relating to students and staff involved in vocational education programming. It is this agency's responsibility to develop instrumentation, in-service the LEA's, gather and summarize the data, and transmit the information to the U.S. Office of Education.

Part of the agency's responsibility is to articulate and coordinate efforts with the various related agencies as the needs of elementary and secondary students are addressed. While this communication and joint planning involves a wide variety of agencies, the primary efforts are concentrated between DPI and: the State Board of Vocational, Technical and Adult Education; the Department of Industry, Labor, and Human Relations (DIHLR); agencies administering the Comprehensive Employment and Training Act (CETA); the University of Wisconsin System; and those agencies serving the handicapped population. In addition, Bureau consultants work with a number of related agencies through their involvement with the State Superintendent's Advisory Committees serving their respective program areas. The various committees include representatives of business, industry, labor, professional associations, educational agencies as well as lay persons, students, and other interested individuals.

1.7 WISCONSIN ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Authorization

The Wisconsin Advisory Council on Vocational Education was organized in 1969. The Vocational Amendments of 1968 (P.L. 90-576) amended by the Education Amendments of 1976 (P.L. 94-482) requires the establishment of a state advisory council by each state desiring to receive federal monies for vocational education.

Duties and Responsibilities

Operating autonomously with funds provided by the Congress, the Wisconsin Advisory Council on Vocational Education has the responsibility for advising the State Board of Vocational, Technical and Adult Education in the formulation of statewide vocational education policy and programs.

Specific Functions

ADVISE. . . the State Board of Vocational, Technical and Adult Education on the development of the State Plan for Vocational Education and on policy matters arising in the administration of the State Plan.

EVALUATE . . . vocational education programs, services and activities in the State of Wisconsin.

RECOMMEND . . . necessary changes in programs, services or activities as may be warranted through the evaluation.

REPORT . . . to the U.S. Commissioner of Education and the the National Advisory Council on Vocational Education through the State Board annually its evaluation findings and recommendations for change.

PUBLISH . . . special reports of the Council as the need arises.

CONDUCT . . . at least one public hearing each year, affording the public an opportunity to express its views and concerns about vocational education.

IDENTIFY . . . after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the state and assess the extent to which vocational education employment training, vocational rehabilitation and other programs represent a consistent, integrated and coordinated approach to meeting such needs.

COMMENT . . . on the reports of the State Manpower Services Council.

ASSIST . . . local advisory councils in their establishment and operation.

Membership

The Advisory Council is an organization, independent from state or local government, made up of concerned citizens appointed by the Governor of Wisconsin. The Council membership represents persons from industrial, economic and manpower development agencies; local and higher education agencies; organized labor; business and industry; special interest groups such as those representing the needs of the disadvantaged and handicapped; and the general public.

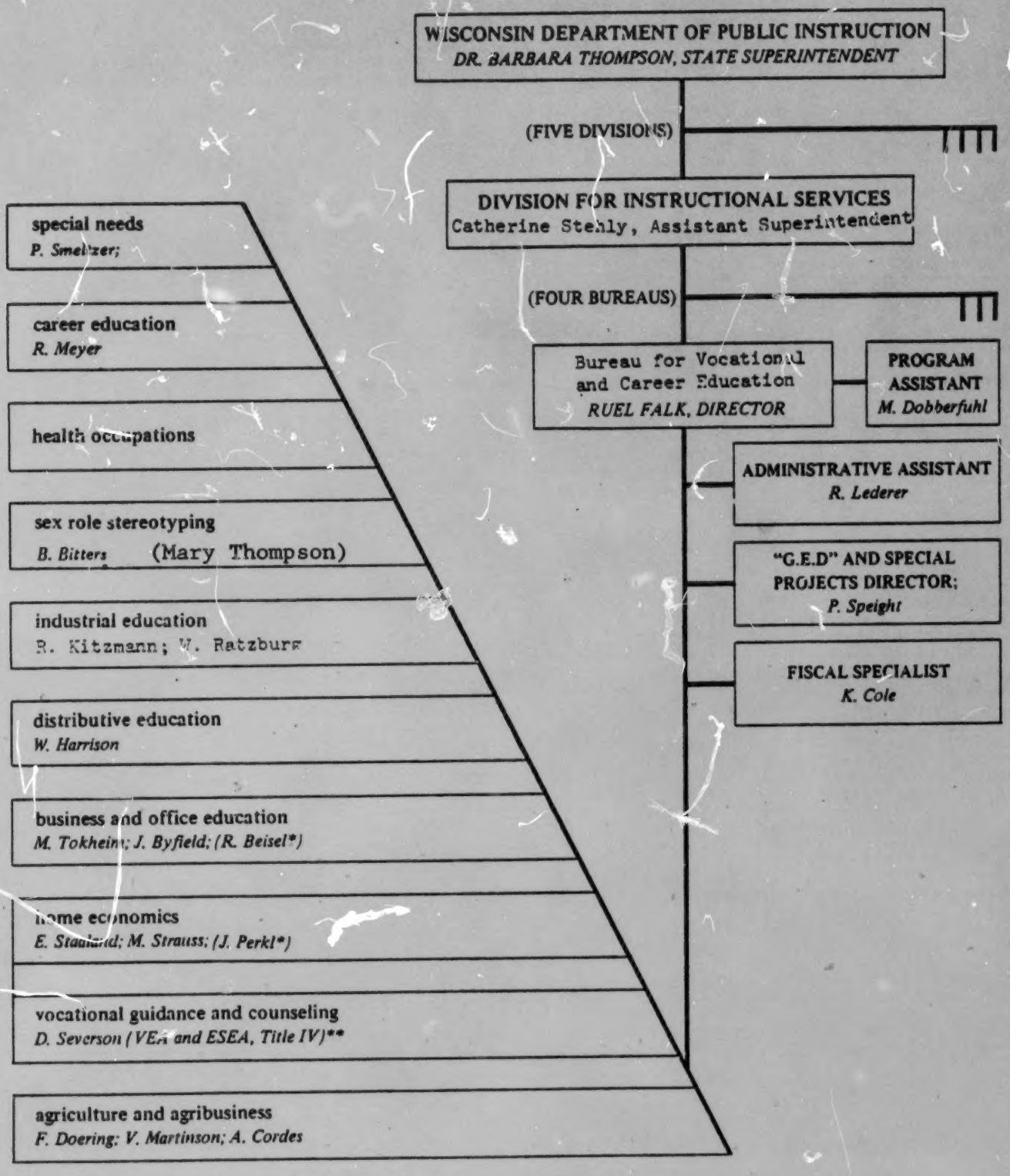
Meetings

The Wisconsin Advisory Council on Vocational Education meets approximately six times a year at the call of the chairman. At meetings, council members receive and act on information based on the current status of vocational education in Wisconsin as well as national trends. Provision is also made for professionals in state agencies to share concerns and seek advice from the council.

Council members bring to meetings their own concerns that have been raised as a result of their personal experiences, their readings of reports and research, on-site visitations and council discussions. Evaluation is a continuous activity of the Wisconsin Advisory Council on Vocational Education. The Council employs an Executive Director and enters into contracts for services to assist it in carrying out its mission.

The Executive Secretary of the Advisory Council is Daniel Jarosik. The council offices are at 105-1/2 West Main Street, Madison, WI 53703. Phone (608)266-7813.

1.8 DPI-BVACE ORGANIZATIONAL CHART



* STUDENT ORGANIZATION COORDINATOR
** POSITION IN PUPIL SERVICES

1.9 A SHORT HISTORY

Wisconsin was one of the early leaders in the development of vocational education. This development commenced in 1911 and centered around a system of continuation schools designed to provide academic and "industrial" education to fourteen to sixteen year old youths who had entered the labor market. These schools were established separately from the elementary and secondary system so that, "...professional educators should not be given control of industrial education."[1] In 1914, the separation of industrial and secondary education in Wisconsin became complete when the State Board of Industrial Education vetoed the use of any industrial education funds in high schools.

With the enactment of the Smith-Hughes Act in 1917, home economics, agriculture, and teacher training were added to the responsibilities of the State Board of Industrial Education and its name was changed to the State Board of Vocational Education. In order to meet the provisions of the Smith-Hughes Act, agriculture and rural home economics were taught in high schools, but the supervision of all vocational education in Wisconsin remained essentially the responsibility of the State Board of Vocational Education until the passage of the Vocational Education Act of 1963.

In 1965, the State Board of Vocational Education commenced allocation of thirty-five percent of Vocational Education Act funds received by the State of Wisconsin to high schools. However, it was not until 1967 that administrative control of high school vocational education was transferred to the Department of Public Instruction.

The Department of Public Instruction utilized the Federal Vocational Education Act funds allocated to it in 1965 to launch a three-year pilot program in thirty-four high schools. In 1966, 2,260 students who graduated from Wisconsin high schools and completed vocational programs recognized by the Department of Public Instruction. In 1979, this number who had completed vocational programs at graduation from high school will have risen to more than 25,000 students.

Vocational Education at the Secondary School Level In Wisconsin[2]

High schools can no longer provide only basic academic education, but must also provide young people with the ability to survive in and cope with the society in which they find themselves. To a great extent, this requirement has been imposed on high schools by a world that has become increasingly complex and technically oriented, and by a society which has created increasingly restrictive laws requiring young people to remain in school throughout their adolescent years while, at the same time, limiting the experiences which would help them prepare for a productive adulthood.

Prior to World War I, it was quite common for a young person to drop out of school and commence working as early as eleven or twelve years of age. By the time these young people had reached twenty-one, or the age of majority, they had acquired a considerable amount of on-the-job training and understanding of their places in the community. As the age of compulsory school attendance has been raised, labor laws have become more restrictive, minimum wage laws have made the hiring of younger, inexperienced workers less attractive for employers. In addition, the age of majority has been lowered, the ability of adolescents to become productive, self-sustaining citizens, and because with the lowering of the age of majority to eighteen many young people find themselves required to become self-supporting at that time. Thus, the high school must respond to the needs of these young people by providing experiences previously gained through working and living.

Background

At the present time, approximately sixty-five percent of the population attempts entry into the labor market at or before completion of high school. Approximately fifty-five percent of those who complete high school enter the work force immediately upon graduation. Nearly fifteen percent of the population fails to complete high school. Many of those who leave high school before completion do so to enter the labor market. Thus, two thirds of the total population in the eighteen-year age range compete for jobs every year.

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[1] Greiber, Clarence I., THE WISCONSIN VENTURE: A DEVELOPMENTAL HISTORY OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, (Madison: University of Wisconsin-Madison, Center for Studies in Vocational and Technical Education) 1975.

[2] From White Paper Regarding Expansion of Vocational Education at the Secondary School Level, Wisconsin Department of Public Instruction, 1978.

Slightly more than eight percent of the high schools in Wisconsin offer vocational education programs taught by vocationally-certificated teachers. In 1979, approximately 25,000 of the nearly 80,000 high school seniors will graduate from high school having completed vocational education programs designed to provide job entry-level work skills and background for advancement. These young people will be prepared to either start work in clusters of occupations or will be continuing their training at post-secondary Vocational, Technical and Adult Education schools. Based on previous years' results, only three percent will be unemployed and seeking work. This is a marked contrast to the estimated eighteen percent who will not have had vocational education and will be unemployed and seeking work.

Goals

The overall goal of the Department of Public Instruction is to insure that every high school student in the State of Wisconsin has available comprehensive programs of vocational education appropriate to the labor market served by each high school in the state. A comprehensive program of vocational education is one which provides a well-coordinated program of career exploration and development, vocational counseling, and job-skill training in a cluster of occupations, which will lead a student either directly to entry into employment or into further education in one of the schools of the Vocational Technical and Adult Education system. While flexibility among school districts is needed in order for comprehensive programs of vocational education to be tailored to meet the needs of individual communities, the basic components, at a minimum, will usually consist of:

- -Services of a Local Vocational Education Coordinator (LVEC).
- -The presence of a local long-range plan for vocational education.
- -A career awareness, exploration, and development process for students.
- -Exploratory and sequence courses appropriate to the vocational program and the needs of students.
- -A variety of recognized vocational programs appropriate to the community and usually consisting, at a minimum, of at lease five courses in at least four of the six current vocational subject areas and taught by vocationally certificated teachers.
- -Formalized articulation with post-high school programs and schools.
- -Modified programs and special services for students with special needs.
- -Formalized career and job placement services.

Since the formal program of development for high school level vocational education has only been underway for slightly more than ten years, only twenty percent of the high schools in the state offer recognized comprehensive programs of vocational education taught by vocationally certificated teachers. (Although nearly eighty-five percent of the high schools in Wisconsin offer some programs of vocational education taught by vocationally certificated teachers.) In addition, there are a number of other high schools which could very quickly move into recognized programs by upgrading existing teachers and programs to meet minimum standards.

It is recognized that it will be impossible for all high schools to immediately begin to offer comprehensive programs of vocational education. Therefore objectives for the next five years have been formulated.

Objective 1. Within five years, all public high schools in the state will have in place comprehensive vocational guidance and career development programs under a comprehensive local plan for vocational education for the high school.

Objective 2. Within five years, all the high schools of the state will be offering at least one recognized vocational education program taught by a vocationally certificated teacher.

Objective 3. Within five years, at least forty percent of the high schools in the state will have comprehensive programs of vocational education as defined herein.

1.10 BENEFITS OF VOCATIONAL EDUCATION

Upon completion of a vocational program, students should possess knowledge, skills, and positive attitudes toward work that will enable them to enter and progress in their chosen occupations. Quality vocational programs including the methodology of Cooperative Training (Co-Op) or supervised occupational experiences. These opportunities for students to work in occupational settings are an integral part of good vocational education programs. Learning by doing, the concept behind Co-Op and occupational experience programs, should be incorporated into all phases of vocational instruction.

Some specific benefits of vocational education programs are:

1. Upon graduation from an Occupational Preparation Program, students will have the knowledges, skills, and attitudes needed to directly enter the work force. (Since fifty-two percent of the graduating high school seniors do not pursue further education, it is imperative that these students be prepared for employment.)

2. The attitudes, knowledges, and skills learned in vocational courses give students realistic understanding of the technological world they must function in as young adults.

3. Students who have mastered vocational skills in high school and who eventually go on to college will be able to contribute at least partially to the funds needed to pursue further education. The vocational attitudes, knowledges, and skills they have mastered will enhance whatever vocation they subsequently choose.

3. Vocational eduction students develop above average career orientation. They are more decisive, more constructive in plans and actions, and are less likely to drift aimlessly after graduation. In that way, good vocational programs discourage school dropouts while stimulating desirable attitudes toward education and work.

5. Vocational students receive a high quality education because their teachers are experts in the technology and skills of their various program areas. Vocational teachers apply technical knowledge to the world of work and to specific occupations.

6. Vocational courses that students are really enthused about can often provide the motivation to master basic reading and math skills that they may otherwise view as useless and boring.

7. The local community benefits from vocational education programs by receiving a pool of skilled young citizens. Statistics indicate that ninety percent of the students who enter the labor market at or before high school graduation will locate within twenty miles of their high school.

8. Vocational education is a preventative to unemployment. It is much more effective than costly compensatory programs attempted after students have dropped out of school. Between ninety-four and ninety-eight percent of students who have graduated from vocational programs in Wisconsin are either employed or receiving additional education six months after graduation.

9. Vocational education especially when the cooperative method is used enhances adolescent's sense of self-worth and dignity as developing adults.

10. Where cooperative or supervised occupational experience is utilized these benefits acrue: Vocational students receive a great deal of counseling and individual teacher attention. Teachers match students with work situations that offer training toward their occupational objectives. They visit students on the job or at home if their occupational experience program is found there. These supervisory visits result in individualized instruction, counseling, and evaluation of student progress.

11. Upon graduation, the student has both a diploma and a substantial amount of occupational experience to offer a potential employer.

12. Vocational education can help students bridge the gap between school and the world of work by blending job experiences with related coursework.

13. Parents benefit from Co-Op and occupational experience programs. Students in these programs are using their time productively and are developing a sense of responsibility. Parents can feel confident that their students are involved in a wholesome and enriching activity. Students not only develop and/or apply technical competencies but develop human competencies such as self-esteem, initiative, dependability, etc.

14. Local employers benefit from supervised occupational experience programs in getting better-qualified full-time employees after students graduate from high school. The Co-Operative teacher-coordinator will aid in training students, reducing the employer's time and expense in producing a qualified worker. Additionally, the employer is rendering a public service to the school, the student, and the community.

SECTION II

2.0 PLANNING

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2.2	Local Long-Range Plan for Vocational Education . .	5
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2.1 FORMAT

Please follow the format for the table of contents of the plan:

TABLE OF CONTENTS

Long-Range Plan
for
Vocational Education

Part I Cover Page (signatures)
Assurances

Part II Local Status of Vocational Education

A. Local employment community
1. Employment opportunities
2. Employment growth
3. Emerging occupations

B. District philosophy
1. Vocational education philosophy
2. Relationship to BVACE philosophy
3. Definition of vocational education (scope)

C. Special vocational education needs of students
1. Potential dropouts
2. Handicapped
3. Disadvantaged
4. Gifted and talented
5. Other cultures
6. Speaking English as a second language

D. Existing programs
- Guidance and counseling
- Current enrollments

OPTIONAL
- Vocational courses
- Staffing

E. Vocational equity
- Sex equity

F. Recommendations from past evaluations
1. Self-studies
- advisory committee
- review of past goals
2. VEDS
- enrollment data
- follow-up reports
- fiscal reports
3. Evaluations
- DPI/Stout VE
- North Central Association
- Other

G. Relationship with other agencies
1. Comprehensive Employment Training Act (CETA)
2. Wisconsin Job Service
3. Post-secondary institutions

Part III The Plan

A. Goals to be attained in FY 84 (school year 1983-84)

B. Performance objectives for FY 80

C. Evaluations of FY 80 objectives

D. Performance objectives for FY 81

E. Performance objectives for FY 82

F. Performance objectives for FY 83

The plan must have the approval of the school board. It needs to have professional endorsement by school faculty and officers. State agency BVACE supervisors must approve the plan.

Therefore, each plan is reviewed annually by the State Department of Public Instruction Bureau for Vocational and Career Education staff with the assistance of local vocational education coordinators. A sample of a review format is as follows:

School District

acceptable	unacceptable		LLRP Review Form	needs work	adequate	excellent
☐	☐	Part I	Cover page (signatures)			
			1. school board representative.....yes ☐ no ☐			
			2. district administrator.....yes ☐ no ☐			
			3. advisory committee representative.....yes ☐ no ☐			
			4. LVEC.....yes ☐ no ☐			
			Assurances			
			statements of assurances.....yes ☐ no ☐			
			maintenance of effort provisions.....yes ☐ no ☐			
☐	☐	Part II	Local Status of Vocational Education			
☐	☐		A. Local employment community			
			1. employment opportunities (current).....	☐	☐	☐
			2. employment growth (future).....	☐	☐	☐
			3. emerging occupations.....	☐	☐	☐
☐	☐		B. District philosophy			
			1. vocational education philosophy.....	☐	☐	☐
			2. relationship to BVACE philosophy.....	☐	☐	☐
			3. definition of vocational education (scope).....	☐	☐	☐
☐	☐		C. Special vocational education needs--what is the vocational program doing for students who are:			
			1. potential dropouts.....	☐	☐	☐
			2. handicapped.....	☐	☐	☐
			3. disadvantaged.....	☐	☐	☐
			4. gifted and talented.....	☐	☐	☐
			5. other cultures.....	☐	☐	☐
			6. speaking English as a second language.....	☐	☐	☐
☐	☐		D. Existing programs			
			1. guidance and counseling			
			a. Is your school district actively involved in implementing the guidance and counseling program process?.....yes ☐ no ☐			
			b. Are portions of this guidance and counseling program process funded through the vocational education act?.....yes ☐ no ☐			
			c. Is there a description of the guidance and counseling programs?.....	☐	☐	☐
			d. Are the objectives of the guidance and counseling programs incorporated with those of the LLRP?.....yes ☐ no ☐			
			e. Identification of vocational and career development needs as a part of the LLRP.....	☐	☐	☐
		OPTIONAL	2. program enrollment data is included?.....yes ☐ no ☐			
			3. other information.....yes ☐ no ☐			
☐	☐		E. Vocational equity			
			1. appropriate representation on local advisory committees?.....yes ☐ no ☐			
			2. participation in vocational equity incentive system?.....yes ☐ no ☐			
			3. plans and activities to promote sex equity?.....	☐	☐	☐
			4. activities to expand adolescent role expectations?..	☐	☐	☐
☐	☐		F. Recommendations from past evaluations			
			1. self-studies (continuous).....	☐	☐	☐
			a. advisory committees.....	☐	☐	☐
			b. review of past goals.....	☐	☐	☐
			2. vocational education data system (VEDS)			
			enrollment data.....	☐	☐	☐
			follow-up reports.....	☐	☐	☐
			fiscal reports.....	☐	☐	☐
			3. evaluations			
			a. DPI-Stout VE.....	☐	☐	☐
			b. North Central Association.....	☐	☐	☐
☐	☐		G. Relationship with other agencies			
			1. CETA.....	☐	☐	☐
			2. Wisconsin Job Service.....	☐	☐	☐
			3. post-secondary institutions.....	☐	☐	☐
☐	☐	Part III	The Plan			
☐	☐		A. Goals to be attained in FY 84.....	☐	☐	☐
☐	☐		B. Performance objectives for FY 80.....	☐	☐	☐
			C. Evidence of attainment and evaluation of FY 80 performance objectives.....	☐	☐	☐
☐	☐		D. Performance objectives for FY 81.....	☐	☐	☐
☐	☐		E. Performance objectives for FY 82.....	☐	☐	☐
☐	☐		F. Performance objectives for FY 83.....	☐	☐	☐

LLRP REVIEW FORM: PAGE TWO (THIS PAGE WILL NOT BE REPRODUCED FOR TRANSMITTAL TO THE AUTHOR OF THE LLRP.)

READER'S NAME _____ DATE _____

REVIEWER'S NAME _____ DATE _____

REVIEWER'S SIGNATURE _____

READER'S COMMENTS:

REVIEWER'S COMMENTS:

dpi-is-bvaco-7-79

The plan must be written for a five-year period. The earliest planning year in terms of the federal act is the 1977-78 year, beginning July 1, 1977 and ending June 30, 1978. Plans written after that year will need to describe whether formal planning has been conducted since July 1, 1977 and if so, what the plan objectives and results were. The mission or purpose of the local vocational education program is the primary feature of the plan and ordinarily will not be changed from year to year. The various elements--goals, objectives, tasks, and activities--are of shorter duration. Most of these elements are established within the framework of the budget year, with a twelve-month schedule or less.

If planning is to be effective, it must be continuous. Amendments to the plan must be written promptly as goals and objectives are changed. Plan amendments may be submitted at any time.

Initial eligibility for federal funding assistance can be obtained by submitting an original, basic plan before the end of the first funding year. An update or revision must be made each subsequent year. A sample of a plan update is as follows:

80 UPDATE

Long-Range Plan for Vocational Education

The 80 Update is due April 16, 1980. It may be an ADDENDUM to Phase I and Phase II. Therefore, the 80 Update need not be a complete rewrite of the plan. However, school districts which are experiencing many changes should revise their total vocational plan. The 80 Update ADDENDUM shall include the following items:

Part I Cover Page (signatures)

Part II The Local Status of Vocational Education

Portions of Part II must be rewritten and submitted for review if any one of the following conditions occur:

LEA has substantially changed and information contained in Part II is wrong and/or misleading.

Phase II LLRP review form cited any portion of Part II as "needs work" and an addendum was not submitted prior to the 80 Update.

LEA desires to rewrite.

Part III The Plan

A. Goals to be attained in FY 84 (school year 1983-84)

(Broad goal(s) statement of direction)

B. Performance objectives for FY 80 (school year 1979-80)

(restate objectives from Phase II)

C. Evidence of Attainment and evaluation of FY 80 performance objectives

E. Performance objectives for 1982-83

Unless federal rules and regulations advise differently, the 81 Update will be a similar addendum and shall be due on April 16, 1981.

2.2 THE LOCAL LONG-RANGE PLAN FOR VOCATIONAL EDUCATION

Planning is a systematic process of organizing and assigning resources and sequencing activities to achieve some desired future(s). A systematically developed plan for vocational education in the high school responds to six questions:

What is the existing vocational education situation?

What are the LEA's major needs which must be solved or reduced?

What goals, objectives, products and benefits should be established?

What activities and resources need to be marshalled for the planned future(s) to occur?

What evaluation information will be needed to verify results on a continuing basis?

What groups, agencies, and councils are to be involved in planning?

The local long-range plan for vocational education in the high school is the blueprint or prospectus of what must be done, by whom, how, when, where, and why, to increase the availability of vocational education opportunities for all students. The plan should concentrate on grade levels seven through twelve, but attention must be given to the total articulation of K-12 curriculum.

Conflicts or inadequacies in a high school vocational education program will weaken or even damage the results promised students.

Responsibility for coordinating the preparation and writing of the plan should lie with the Local Vocational Education Coordinator. Ideally, each part of the plan should be written by the person best qualified to write that particular part, and then should be assembled by the LVEC into the total plan.

In addition to the writers, many other persons, groups and organizations will be involved. A preliminary chart is helpful. This can list all plan factors to be considered along with the persons, groups, and organizations whose authority, resources and expertise are needed for an effective plan. Such a chart facilitates scheduling of interviews and meetings among all participants. It may resemble this:

	school board	superintendent	principal	advisory committee(s)	faculty	supervisor of curriculum/instruction	guidance counselor	vocational/technical institute	business office	IHC director	state agency
mission statement	x	x	x	x							
program status	x	x	x	x	x	x	x		x	x	x
labor market needs	x	x					x	x			x
community demographics	x	x		x			x	x	x	x	x
needs assessment	x	x	x	x	x	x	x		x	x	x
goals/objectives:											
curriculum	x	x	x		x	x	x	x		x	x
articulation	x	x	x		x	x	x	x		x	x
special needs	x	x	x	x	x	x	x			x	x
facilities	x	x	x	x	x				x		x
equipment	x	x	x	x	x			x	x		x
guidance & counseling	x	x	x		x	x	x			x	x
career education	x	x	x		x	x	x				x
vocational equity	x	x	x	x	x	x	x				x
budget statements	x	x	x		x				x		x

The process of planning requires five kinds of work:

mission statement
community and labor market assessment
needs assessment
development of goals and objectives
development of tasks and activities

All of these processes should include all significant factors of the school's program for vocational education.

Public school districts intending to participate in federal funding for vocational education must file with the Department of Public Instruction a local long-range plan for vocational education to obtain initial eligibility for such funding. The plan should be written according to the outline and topics of the following guidelines:

Part 1

A. Cover page (signatures)

Cover page should include the following signature endorsements of Phase I, Phase II, and 80 Update: school board representative, district administrator, an advisory committee member, and the local vocational education coordinator. More endorsements may be secured when advantageous to the district.

----------SAMPLE COVER----------

A LOCAL LONG-RANGE PLAN FOR

VOCATIONAL EDUCATION

TO

Fiscal Year 84

Developed for

Straddle Junction Area Schools
Straddle Junction, Wisconsin

ENDORSED BY

JOHN JONES, School Board Representative

April 6, 1980

FRAN JACOBS, District Administrator

April 4, 1980

MARILYN MAYERS, Chairperson, Advisory Committee

April 3, 1980

H. JAMES SAMUELSON, Vocational Education Coordinator

April 1, 1980

B. You are required by the federal law to have these special program assurances for vocational education. (Other assurances are required; they are being obtained by a blanket process for all federal programs in which the district participates and need not be reported in this plan.)

Assurance is hereby given:

*Positive action will be taken to remove sex bias and sex stereotyping from all vocational programs. Efforts will be made to enroll students of both sexes in traditionally single-sex programs as described in Section 104.187 of P.L. 94-482.

*Acknowledges responsibility for maintenance of effort as described in the Regulations for P.L. 94-482 (Regulations Sections 104.301(c) and (d), and 104.321 through 104.330), and will comply with these regulations for the 1979-80 fiscal year. (Refer to March 20, 1979, LVEC memo from Mr. Falk, BVACE Director, for more details.)

Part II

The Local Status of Vocational Education

A. Describe the local employment community. Include factors such as employment opportunities, growth, emerging occupations, and the general community economy. Be specific when identifying emerging occupations according to six-digit occupational codes.

B. Relationship of district philosophy to state philosophy of vocational education.

-Describe the district philosophy of education as it relates to vocational education.

Does the district vocational eduation philosophy relate to the BVACE philosophy? (yes or no) If no, where does it differ?

-What is the present local district's definition and scope of vocational education? (scope = program areas and grade levels)

C. Describe how your vocational program currently accommodates students who have special vocational education needs. Address what you perceive to be their special needs and what you do AS PART OF YOUR VOCATIONAL PROGRAM to meet their needs. Consider students who are:

1. potential dropouts
2. handicapped
3. disadvantaged
4. gifted and talented
5. of other cultures (if any)
6. speaking English as a second language (if any)

PHILOSOPHY OF VOCATIONAL EDUCATION

DPI--Bureau for Vocational and Career Education

The Department of Public Instruction, Bureau for Vocational and Career Education has drafted this philosophy of vocational education. This statement of philosophy is intended for use as a guide for the Bureau and LEA's in the development of plans of action for the implementation of systematic vocational education programs at the state and local levels.

Vocational education is a systematic program, interrelated with the total education program, primarily aimed at the development of attitudes, knowledge, and skills, which contribute to society and bring satisfaction to the individual. Quality vocational education in Wisconsin includes the following objectives:

1. to understand influential aspects of society (agriculture, business, family, industry, health, marketing, etc.)

and

2. to explore self and occupations

and

3. to develop competencies for occupational entry, maintenance and continued education.

ADOPTED JULY 24, 1978

D. Describe the existing program and show to what extent students are being served. Include factors such as:

Guidance and Counseling--

1. Is your school district actively involved in implementing the guidance and counseling program process? yes/no
2. Are portions of this guidance and counseling program process funded through the Vocational Education Act? yes/no
3. If no is answered to both/either question, please provide a description of the existing K-12 guidance and counseling program as it serves the vocational development needs of pupils.
4. Are the vocational and career development needs part of vocational LLRP? yes/no
5. Are the guidance and counseling objectives incorporated into the vocational LLRP? yes/no
6. What is the relationship of guidance and counseling with other pupil services areas that serve the total vocational program?

(See State of Wisconsin Chapter 121.02(2)(q) Guidance and Counseling Standard, Administrative Role, Statement of Clarification and Task Force Report. Also see Wisconsin Career Guidance Model.)

OPTIONAL (will be collected through the Vocational Education Data System (VEDS)):

-enrollment data (by male and female)
-vocational courses offered
-staffing

E. Describe the district's vocational equity concerns, addressing these factors:

1. Does your district have "appropriate representation of both sexes and appropriate representations of the racial and ethnic minorities" found in the program area, schools, community, or region which the local advisory committee (council) serves? yes/no

2. Does the district participate in the vocational equity incentive system? yes/no

3. Identify plans and activities to promote sex equity in the district. (If performance objectives are written in the LLRP for sex equity, please refer reviewer to specific items in Part III--The Plan.)

4. What activities are occurring to expand adolescent role expectations for your district's students?

F. Describe pertinent recommendations from past evaluations. Reference can be made to assessments such as self-studies, Vocational Education Data System (VEDS) information (including enrollment data, follow-up reports, and fiscal report), reviews of past goals and objectives, advisory committee recommendations, North Central Association evaluations, and reviews by other systems of evaluation.

Describe what has been done, or what will be done, as a result of these evaluations. (Part III goals and objectives should reflect what will be done to achieve these recommendations.)

G. Specifically, describe the programs, services, and activities planned for the coming fiscal year with these agencies and institutions:

-Comprehensive Employment and Training Act of 1973 (CETA)
-Wisconsin Job Service
-Post-secondary institutions
-Others, which LVEC deems essential

Part III

Part III of the plan is intended to be a working and growing document that will help school districts analyze where they are at and where they are going. When broad district goal(s) have been established for the next five-year period, subsequent annual changes in performance objectives should reflect the district's effort to achieve these broad goal(s).

THE PLAN

Phase I, Phase II, and Annual Update

A. State broad goal(s) to give direction to what must be accomplished by the district to improve and maintain the situation described in Part II. Goals need not be stated in measurable terms but should show clearly what will be done to provide students improved vocational education opportunities. Since this is a five-year plan, keep the goal statements general and far-reaching and consider the vocational opportunities students should have in 1984. This should be a plan from the future rather than to the future.

Broad Goal Example

Part III - A. To provide comprehensive vocational education opportunities for all students in the district.

B. Write several performance objectives for goal(s). These statements should be written with a clear and logical relationship to and for each goal. Each goal, of course, should be consistent with the needs of the district identified in Part II of this plan--The Local Status of Vocational Education. Performance objectives should be written for fiscal year 1980 (school year 1979-80). (These may be revised from Phase I and II.) A well stated performance objective should determine:

What must be done,
Who will do it,
How it will be done,
When it will be done, and
How it will be evaluated.

Performance Objectives Examples

1.1 By the end of the fiscal year 1980, existing occupational preparation program opportunities which presently exist will have been maintained as a result of leadership provided by the LVEC as evidenced by listing of instructional program offerings available during school years 1978-79 and 1979-80.

1.2 By the end of fiscal year 1980, existing vocational education opportunities will be analyzed, potential student populations identified, and a comparison made to determine program deficiencies under the leadership of the LVEC as evidenced by a listing of program deficiencies which need to be corrected if all students are to be adequately served.

C. Gather information (evidence) that can be used to show how objectives for fiscal year 1980 were attained. This information should serve as a basis for updating this plan and for developing annual applications submitted for federal financial support of local vocational education. The "as evidenced by" portion of each performance objective must be provided.

D. Write performance objectives for fiscal year 1981 (school year 1980-81).

E. Write performance objectives for fiscal year 1982 (school year 1981-82).

F. Write performance objectives for fiscal year 1983 (school year 1982-83).

Submit two typewritten copies of the plan by April 16, 1980.

2.3 FEDERAL LEGISLATION REQUIRES SPECIAL ATTENTION TO THESE FIVE AREAS

Employment Opportunities for Students

The plan should include assessments of the local labor market, and performance objectives should coordinate vocational curricula with the needs of that market. The manner of cooperation with Job Service, CETA prime sponsors and program operators, post-secondary training institutions, local vocational rehabilitation programs and other nonschool agencies should be specified. The plan should describe how school efforts will be coordinated with these agencies and other such agencies to prepare students for new and emerging occupations.

Special Needs of Students (handicapped, disadvantaged, etc.)

There must be descriptions of services which are or will be available for the special needs of handicapped students, for students with limited English-speaking ability, and for disadvantaged students. Identified needs of special populations must be expressed in terms of quantified performance objectives.

The plan must describe how the program provided for each handicapped child will be planned in conformity with and as a part of the child's Individualized Educational Program (IEP) as required by the Education of the Handicapped Act.

Sex Discrimination

The plan must have a detailed description of policies and procedures for assuring equal access to vocational education programs by both female and male students. This description must include:

a. actions which will be taken to overcome sex discrimination and sex stereotyping

b. incentives which will be provided to
   (1) encourage the enrollment of both female and male students in nontraditional courses of study
   (2) develop model programs to reduce sex bias and sex stereotyping in educating for and placement in all occupations

c. procedures for assessing and meeting needs of students with regard to sex discrimination

d. elimination of stereotyping from curriculum materials

e. actions taken by the school to eliminate bias in hiring teachers

Accountability and Information Management

The reporting of program information must include information elements and procedures which will be compatible on a nationwide basis. This is a national system called "VEDS" (Vocational Education Data System). VEDS is administered by the National Council on Educational Statistics. This system is intended also to be compatible with other federal program information systems such as the one for CETA.

Samples of forms on which program information will need to be reported in VEDS units are included in the "Reporting" section of this handbook.

For planning purposes, it is important to note that performance objectives must be consistent with VEDS terminology. VEDS data should be utilized when identifying needs and evaluating progress toward objectives.

Evaluation

At least once every five years, the school's program of vocational education must be evaluated. This shall be in terms of:

a. planning and operational processes, such as
   (1) quality and availability of instructional offerings
   (2) guidance counseling and placement and follow-up services
   (3) capacity and condition of facilities and equipment
   (4) employer participation in cooperative programs of vocational education
   (5) teacher/pupil ratios
   (6) teacher qualifications

b. results of student achievement as measured for example, by:
   (1) standard occupational proficiency measures
   (2) criterion-referenced tests
   (3) other examinations of student's skills, knowledge, attitudes and readiness for entering employment successfully

c. results of student employment success as measured for example, by:
   (1) rates of employment and unemployment
   (2) wage rates
   (3) duration of employment
   (4) employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education

d. the results of additional services provided for special populations:
   (1) women
   (2) members of minority groups
   (3) handicapped persons
   (4) persons of limited English-speaking ability
   (5) disadvantaged persons (economically, educationally, culturally)

SECTION III

3.0 PROGRAM DEVELOPMENT

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3.1 POLICY STATEMENTS

The enrollment/fiscal mandates of the latest federal vocational education legislation requires the Bureau to re-evaluate the classification and presentation of our vocational education program. Additionally, there has been some pro-con discussion regarding occupational preparation courses in various circles (LEA, SEA, University).

New and adapted implementation guidelines for vocational education instruction at the local level has evolved over a period of time within the Department of Public Instruction, Bureau of Vocational and Career Education.

After a year of study, the "Philosophy of Vocational Education" was accepted as a policy for program planning in the various discipline areas in 8/78. This statement has encouraged an expanded concept of "What Vocational Education is?"

This Program guideline can be further delineated by providing new and adapted descriptive elements within a discipline's vocational education program. These descriptive elements include:

Vocational Education Program - This term denotes the total vocational education program as described in objectives 1, 2, 3, (see introduction).

Instructional Preparation Program - This is that portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It would include: 1) the occupational preparation component (described below), 2) sequence and/or prerequisite courses.

Occupational Preparation Component - This is that part of the Occupational Preparation Program that is designed to include occupational preparation for students according to their declared career objective at a V.S.O.E. code six-digit level or V.S.O.E. code two-digit level.

U.S.O.E. Code Six-digit Instructional Programs - When the instructional program is specifically matched to a student's career objective at the six-digit level, the student is reported by the six-digit code.

U.S.O.E. Code Two-digit Instructional Programs - When the student declares a career objective at the two-digit level or if the same instructional program is used as bases for occupational preparation six-digit career objectives.

The following assumptions (guidelines) are descriptive of an occupational preparation component that can be reported in "A Section" of the federal reporting form.

Assumptions for Wisconsin's Vocational Education Program -- specially related to the "occupational preparation component" that can be reported in "A Section."

1. The occupational preparation component of a Vocational Education program area is composed of various "6 digit instructional programs." Each of the 6 digit career objectives has an "instructional program" which is the basis for preparing students for job entry according to their stated or implied career objective. (The "6 digit instructional program" and the "6 digit career objective" match at the six-digit level.)

2. This "6 digit instructional program" is generally provided through activities and services. A qualified vocational education teacher at the LEA level has a planned sequence of instruction for each 6 digit career objective possibility included in the occupational preparation component of a Vocational program area.

3. The occupational preparation component no longer exists by course designations (Distributive Education I, II, III) unless a course(s) can be provided for a 6-digit career objective instructional program.

4. The various "6 digit instructional programs" may be placed into a class sized group for in-school instruction. The teacher may select one method of instruction to use for all "6 digit instructional programs," i.e., project, co-op, etc.

5. In cooperative programs, the coordination time is provided to supervise the related on-the-job experience for all "6 digit instructional programs" included in the "occupational preparation component."

6. The enrollment is reported for 11th and 12th graders by "6 digit instructional program" if they are in the occupational preparation component of a vocational program area. This enrollment is reported in "A" section of the state/federal reporting form.

The following questions need to be considered -

A. For Funding

1. Should we approve a program area's Occupational Preparation Program? This would include:
   a) Occupational Preparation Component
      -by 6 digit instructional programs
      -by 2 digit instructional programs
   b) Sequence or prerequisite courses.

B. For A Reporting

1. Should we approve each of the 6-digit instructional programs a school can offer to students by program area.
   a) This would include a recognition of a curriculum (plan) for each 6-digit instructional program.
      Note: This would be based on the previous assumptions guidelines.)

2. Should we request a simple narrative on the process for enrolling students into 6-digit instructional programs.

3.2 MANPOWER PLANNING - NEEDS AND ANALYSIS

Manpower planning is an essential phase of vocational education program development. No local long-range plan for vocational education can be completed without realistic information on manpower needs. Manpower-needs analysis can be done by local personnel who study and utilize available data. Caution must be exercised to avoid drawing invalid conclusions from inappropriate or incomplete material. Following are general suggestions.

1. Planning Bases. The labor markets that are served by a particular school is the planning base for manpower needs analysis. The school must look at the mobility pattern of graduates to determine to which geographic areas students tend to go. Considerations should be given to the fact that graduates of some specific programs might tend to migrate to particular labor markets where the need for their services is evident if the students are adequately trained and labor market information is made available to them.

   Once needs are identified, programs might be offered on area or regional bases, including Cooperative Education Service Agencies (CESA) or Vocational, Technical and Adult Education districts (VTAE).

   It is essential, in this phase of manpower analysis, that the labor market concept not be confined to a local "political" or geographic area but be realistic in terms of the labor markets to which students may actually go upon graduation.

2. Sources of Information. The following are agencies or organizations which tend to have readily available information which can be used for this purpose. It generally is desirable to secure data from more than one source and to validate, to a reasonable extent, the data that is received. It is essential that persons using data understand limitations that were imposed when data was collected and recorded. General sources of information include the following:

   a. Wisconsin Job Service. State, regional, and local surveys; various publications and releases.
   b. Agencies that administer CETA funds
   c. Vocational, Technical and Adult Districts. Surveys and reports.
   d. State and Local Advisory Committees.
   e. State and Local Unions.
   f. Trade Associations.
   g. Personnel Associations.
   h. Surveys by public school districts or CESA's.
   i. Other surveys and studies conducted by universities, governmental agencies, etc.

3. Various kinds of data are needed for vocational education program development. The following list identifies data generally needed and desired in planning.

   a. Number of job openings.
   b. Kinds of jobs and nature of employment. (Whether part-time or full-time opportunities.
   c. Requirements for entering into employment; promotional requirements, apprenticeship requirements (if any), etc.
   d. Frequency of job openings.
   e. Projected needs.
   f. Wage scales.
   g. Reasons for shortages and/or turnover. Low wage scales or undesirable working conditions sometimes effect needs in terms of jobs and make those jobs undesirable in the eyes of the graduates. Graduates should be prepared for jobs which they realistically desire and will want to enter upon graduation.
   h. Tasks performed by beginning workers. Competencies required and desired by employers. Some employers desire competencies above and beyond those actually required, and in a competitive labor market some students will be hired over others if they possess certain additional employable traits and competencies; e.g., bookkeeping background in a secretarial candidate.
   i. Other.

4. General Considerations. In summary, it seems desirable to point out again, that it is necessary in manpower planning to study labor market needs and job analyses in a realistic manner and to go beyond superficial data collection. Information that is meaningful to curricular development, career guidance, and future job placement must be acquired. The analysis of tasks to be performed by employees is a vital part of manpower planning if we are to align curriculum content with employer expectations.

3.3 SUGGESTED PROCEDURES FOR THE INITIATION AND DEVELOPMENT OF A VOCATIONAL EDUCATION PROGRAM

The following activities are suggested for initiating and developing vocational education programs. The activities are presented sequentially although rearrangement of the sequence may be desirable depending on local circumstances.

1. The board of education, superintendent, and the secondary principal(s) must express a commitment to vocational education.

   A. School personnel and Department of Public Instruction representatives should hold preliminary discussions.

   B. Citizen advisory committees, employers, teachers, and others interested in education should be involved in preliminary discussions.

2. A qualified Local Vocational Education Coordinator (LVEC) should be hired. Adequate time must be provided for the LVEC to fulfill required coordination and administrative duties.

3. A general advisory or steering committee representing a cross-section of the employing community should be appointed.

4. A Local Long-Range Plan (LLRP) should be formulated following the guidelines in this handbook. The preliminary steps in formulating a LLRP are:

   A. Analyze present course offerings and curricula

   B. Determine manpower needs of the community

   C. Inventory qualifications of present vocational staff

5. Advisory Committees for specific occupational areas should be appointed. Occupational advisory committees make suggestions on course outlines, curriculum structure, equipment needs, training needs, and the like.

6. Vocational teachers should prepare to teach Occupational Preparation Program courses. Teachers might enroll in courses required for certification or those dealing with cooperative educational methods.

7. Curricula for vocational and pre-vocational courses should be developed based on the objectives of the LLRP. Curriculum development will include identification of instructional methods and the amount of time necessary for instruction.

8. Students will enroll in Occupatonal Preparation Program courses based on recorded career objectives or completion of pre-vocational courses.

9. After graduation from Occupational Preparation Program courses, students will secure jobs or post-secondary training. Placement activities should be conducted jointly by teachers, counselors, LVEC's, and state employment personnel.

10. Follow-up studies of students who graduate from Occupational Preparation Program courses should be conducted yearly. Follow-up studies should be conducted by LVEC's, vocational teachers, and guidance counselors. Results should be widely disseminated.

11. Performance of students on the job should be analyzed. Samples can be taken from yearly follow-up studies and three- or five-year studies. Advisory committees, employers, LVEC's, counselors, and teachers should be involved in this analysis.

12. Curriculum and instructional methods should be reviewed. Revisions should be based on follow-up studies, employer reports, and advisory committee recommendations.

13. A continuous cycle should be established for:

    A. Needs Assessment

    B. Local Long-Range Planning

    C. Evaluation

This cycle will result in the growth and maintenance of a quality vocational program. Supervisors from the Department of Public Instruction upon request will assist in the above activities.

3.4 STEPS IN INITIATING A VOCATIONAL EDUCATION PROGRAM IN A SPECIFIC AREA (DISTRIBUTIVE EDUCATION, FOR EXAMPLE)

Step I Contact key individuals among employers' and employees' service clubs regarding the advisability of establishing a program.

Review with school staff the need and desirability for the program.

Contact the Bureau for Vocational Career Education of the Department of Public Instruction for descriptive material, program standards, coordinating-teacher qualifications and recommendations.

Step II Appoint advisory committee.

1. Publicize vocational needs of community.
2. Publicize appointment of advisory committee; inform community of committe's functions, meetings and decisions.

Step III Make local occupational survey.

1. Involve advisory committee if possible.
2. Use labor groups and employment service when possible.
3. Identify types of businesses, number of employees, turnover, part-time openings, wage information, names of key people, etc.
4. If the cooperative education method is to be used, select suitable potential training stations. If a simulated laboratory is to be used, select cooperating employers with assistance of advisory committee.

(Much of the above can be organized by the Local Vocational Education Coordinator.)

Step IV Select a Occupational Preparation Program(s) teacher or if cooperative education method is to be used, a coordinating teacher. This should be done six months to one year in advance of first course.

1. Determine qualifications to meet local and state needs.
2. Use advisory committee suggestions in selection.
3. Publicize appointment of the vocational teacher.

Step V Determine objectives and design curriculum.

1. Build career development sequence. Include an introduction to careers--especially entry, career, and specialized occupations.
2. Establish sequential class(es) in sophomore, junior or other years in appropriate subjects. (Teachers-coordinators should have some coordination time the first year to set up the program.)
3. Allow one or two class periods per school day for teaching content directly and indirectly connected with the occupational area and the student's career goal.
4. Make final selection of cooperative education or simulated laboratory.

Step VI Interest and select students. (Especially important for cooperative education classes.)

1. Publicity aimed at parents and students may be used.
2. Review of student applicants jointly carried out by teacher and counselors.
3. Interview individual students and parents; explain all aspects of program. Do not exceed number of students recommended by advisory committee, consider number of training stations and ability to provide individual instruction.
4. Start Occupational Preparation Program(s) class earlier in the fall than regular schedule <u>if necessary</u> to develop some competencies prior to student employment.

Step VII Provide facilities, equipment, materials and coordination time.

1. Facilities should meet need of Occupational Preparation Program(s) as well as prerequisite courses.
2. Procure individualized study material and references.
3. Meet all standards for a cooperative education or simulated laboratory program.

Step VIII Secure community cooperation.

1. Make home visits.
2. Make final selection of training station or cooperating employers.
3. Plan ongoing public information program.

Step IX Evaluate against objectives.

1. Employer visitations.
2. Followup graduates.
3. Advisory committee studies and reports.
4. Reports to administrators, school board, and Department of Public Instruction.

3.5 VOCATIONAL EQUITY

This section contains:

A. Vocational Equity Incentive System

B. Directions for filling out the attached Enrollment Activity Form.

C. Guidelines for each activity.

D. How to apply for funds to reimburse inservice activity and special project activities, including financial guidelines.

E. Services provided by the Vocational Equity Coordinator.

The Bureau, in response to the Education Amendments of 1976 has established an incentive system for local education agencies to begin or continue their efforts to eliminate sex discrimination, sex bias, and sex role stereotyping from vocational education programs and promote vocational equity. NOTE: IT IS INTENDED THAT A SCHOOL DISTRICT COMPLETE THE ACTIVITIES IN SEQUENCE, SO THAT A NEEDS ASSESSMENT IS FIRST, THEN AN ACTION PLAN, THEN AN INSERVICE, AND THEN SPECIAL PROJECTS. It is also intended that A SCHOOL DISTRICT WILL BUILD ON THE PREVIOUS YEAR'S EFFORTS. For example, if your school district completed a needs assessment last year, then it would start with an action plan this year. A school district can earn no more than 15 incentive points in any given year and each school district starts out the year with zero points. Remember the way the incentive works is that the points earned increase the percentage of total reimbursement for all of your vocational programs. Each school district is also eligible to apply for funds through the normal project submission process (VE-5) to cover the cost of the inservice(s) and for special projects. These projects will be reimbursed, according to need, at less than 50% until the funds are depleted. These projects must be approved by the vocational equity coordinator in the future.

THE VOCATIONAL EQUITY INCENTIVE POINT SYSTEM

0	5	10	15	15
Required	A+B	A+B+C	A+B+C+D	A+B+C+D
(A) District Enrollment Data (supplied in VED Reporting)	(B) District Vocational Education Needs Assessment	(C) Initial Equity Action	(D) Staff Inservice (6-8 hours)	(E) Special Project
(A_2) Equity Activity Form				

The timetable for completing forms, carrying out activities, submitting a final report and receiving reimbursement for your reports is included. The guidelines for completing each activity are spelled out a bit more specifically than previously.

It is essential that you give this matter priority as the Bureau for Vocational Career Education cannot complete its computation of reimbursement schedules for each district without this information.

The following schedule will be observed:

By May 15:	Final report for FY X due; VE-5 application for inservice or special project for FY Y due.
Summer-Fall-Spring:	FY X points assigned for what was completed by May 15 (on FY Y applications). Develop, engage in and evaluate FY Y equity activities.
By May 15:	Final report for FY Y due; VE-5 application for inservice or special project for FY Z due.
Summer-Fall-Spring:	FY Y points assigned for what was completed by May 15 (on FY Z applications). Develop, engage in and evaluate FY Z equity activities.

To insure you receive points in the year following completion of your activity, you must submit a final report detailing your activities by May 15 of the FY in which you carried out these activities.

LVEC's will be asked to provide information regarding sex equity activities in their districts in order to receive any points. This information will help my office in planning and in tapping resources statewide. The form for this is included. It must be submitted with the final report by May 15.

NEEDS ASSESSMENT

A Needs Assessment should be done at the local level to determine how sex biased or sex fair a particular district's vocational programs are. (The focus here is vocational education; however, vocational education exists within a larger district which will affect vocational programs.) A Needs Assessment attempts to look at the districts as a complex system representing the concerns and interests of school boards, administrators, teachers, counselors, advisory committees, community groups, students, parents, and the role of the curriculum, textbooks, teaching materials, extracurricular activities, youth groups, policies and rules, resources, etc. in relation to sex bias. There are many instruments which have already been designed to help you complete a needs assessment in your school district. It is suggested that you begin by:

1. Making contact with your school's Title IX Coordinator. They should be able to tell you about other needs assessments which have been started or completed in your school district with regard to sex bias and sex discrimination. A Title IX Self-Evaluation should be on file in your school district. These self-evaluations were required under Title IX and were to be completed by July 21, 1976.

2. Review the Title IX Self-Evaluation.

3. Ask your administration whether or not a Title IX committee exists in your school. Is there any other parent-community-teacher group organized to work on issues that your local advisory committee(s) would want to deal with? If not, I suggest you get a small working committee together to help you with the needs assessment.

4. Track down a copy of the State Superintendent's Sub Task Force Report on Sex Role Stereotyping. Every school received a copy in 1976. These may also be purchased for $1.00 from the DPI Publications Office. In this report are many checklists for your use in completing a needs assessment.

5. If you need further assistance in finding or designing a questionnaire for your needs assessment, call the Vocational Equity Coordinator at 608-266-8837.

In order to earn five incentive points, the needs assessment is due in my office by May 15. Please send:

1. A copy of the completed needs assessment.

2. A brief description of who had input into the needs assessment and what steps were taken to complete it.

EQUITY ACTION PLAN

Once the needs assessment is complete, your district's strengths and weaknesses will be apparent. The action plan can provide a framework for your district's activities. This plan should become a part of your Local Long-Range Plan. Whatever format your district feels comfortable with will be fine. Basically, you want to plan activities which will address both your problem areas and build on your strong or successful areas. It is recommended that a committee of some sort work on this plan. Usually plans are better implemented when people from various interests are represented and have input.

In order to earn ten incentive points the Action Plan is due May 15. Please send the Vocational Equity Coordinator:

1. A copy of the completed Equity Action Plan.

2. A brief description of the plan, including goals/objectives, dates for completion, strategies/activities, people responsible for various activities and how you will evaluate it.

3. A brief description of who had input into the plan and steps taken to develop it.

INSERVICE PROGRAM - MUST BE VOLUNTARY

Awareness of the issues and cost of sex bias in the schools is one of the most crucial aspects toward elimination of sex bias and discrimination. Often teachers are unaware of how the teacher "down the hall" thinks and feels about the changing roles of women and men and the consequent implication for our society. An inservice provides vital time to explore and share feelings and information relative to a teacher's role in promoting sex stereotyping or in promoting sex equity. Th inservice should be a minimum of 6-8 hour indepth program and must include vocational education personnel and address the issues of bias and equity in vocational education. Trained teachers, either local or outside trainers, should facilitate your inservice. The issues are complex and an unskilled person may feel overwhelmed by the questions participants have. The inservice program should be tailored to the needs of the local district. The program, however, should be voluntary. If it comes to our attention that it is mandatory, this district will lose points. It is our feeling that if a large number of teachers don't want the inservice, the school ditrict should not be earning incentive points for it.

In Wisconsin, the Freedom for Individual Development-Vocational Education Module is the most used training model. Feel free to adapt this module to your own needs. The Vocational Equity Coordinator will be available to act as trainer for some districts. I will attempt to keep a current list of trained facilitators and resource persons in my office. You may apply for funds to reimburse local inservice costs (see below).

In order to be eligible for 15 incentive points you must complete your inservice and submit a final report by May 15. The final report should include:

1. The names of trainers.
2. The agenda.
3. The evaluation results.
4. Accomplishments and recommendations.
5. A list of participants.

SPECIAL PROJECTS

After a school district has completed its inservice, it is hoped that heightened awareness will motivate a core group of school personnel and others to work on special projects. The special project will allow the local school districts to address local needs determined through the above activities in an effort to promote sex equity. These projects must be submitted to the Vocational Equity Coordinator for review and comment. If costs will be incurred, a school district can submit a special project request on a VE-5. Hopefully, these projects will be fun as well as promote expanded role options for all. Other states have found their projects to be creative, successful and rewarding. Special projects could have target populations including: students, parents, teachers, counselors, advisory committees, administrators, community groups, the school system in general, or curriculum revision and teaching materials review.

Some examples of special projects might be:

Analyzing the way students are currently recruited for vocational classes. There are many opportunities to involve students, teachers and counselors in new recruitment procedures.

Design new brochures for vocational classes and youth groups--have them run off in the graphics shops.

Have students research information about men and women in nontraditional occupations. Have them put this into role plays, theater, or phamplets.

Analyze the student handbook, course descriptions, youth group material, textbooks and curriculum for sex bias.

Develop publications for local dissemination on the nature and effects of sex bias and what your school is attempting to do to reduce sex bias (especially for parents). Have the students themselves help with this.

Develop a list of resource people to act as role models for classes or career days, and a plan for integrating these into the school day.

Sponsor a film festival and discussion for students, community or others.

Work closely with career education efforts in your school to expand career awareness for everyone.

Design programs for school-age parents (or other special populations). Note: special programs or counseling support services for school-age fathers are not supported by the state as they are for school-age mothers.

Develop human relations materials which examine how sex bias is related to race bias, age bias, and handicap bias.

Get student counsels or other student organizations to take on sex equity as a project.

Hold a series of informational meetings for parents and community members.

Involve the parent-teacher organization in the issue of sex bias.

Develop a program to promote sharing between academic teachers and vocational teachers. (May be a series of dinner speakers.)

Hold advanced inservice training sessions.

Have counselors develop special support services for students in nontraditional classes.

Develop a program for vocational educators to share more with counselors to promote sex equity in vocational counseling.

Develop counseling models and materials for elementary, junior high and high school level promoting sex equity.

Involve the community through public information efforts, awareness and inservice activity.

Work with established community groups, girl scouts, boy scouts, civic groups, business and professional groups, and church groups. (Yes, many church groups have their own version of sex equity projects.)

Call in the press/radio/and TV for special sex equity or nontraditional events.

GUIDELINES FOR APPLYING FOR WORKSHOP FUNDS

Fill out the VE-5 as you would for any other inservice or workshop project. Special projects should also be submitted on the VE-5. Include as much information as you can about the agenda, the trainers and the participants. Guidelines for expenses include: up to $30.00 per participant per day as a stipend. Vocational teachers and counselors should be included. (Note: If your district wants a district-wide inservice they may be eligible for stipends for other staff through the Equal Educational Opportunities Office at the DPI, 608-266-0043.); Up to $75.00 for planning and $75.00 per training day for a facilitator/trainer. Plan on one trainer for every 15 participants if you have a large group. Material costs can also be claimed or used for match. All funds will require a local match or at least 50% and more likely, 60%. Projects will be funded until the funds are depleted. School districts cannot use federal funds to match federal funds; therefore, teachers' salaries already federally funded cannot be counted as a match. The unfunded portion of a person's time may be applied toward the match. Other teachers' salaries, administrative salaries, production of materials for the workshop and clerical assistance can also be applied toward the match. There must be a clear local record of local match. When submitting the financial information you may break the cost into the funded portion and the match portion or you can submit a total cost with the understanding that we will fund a percentage of the total. VE-5 applications should be submitted with other projects for the school year by May 15.

SERVICES OF THE VOCATIONAL EQUITY COORDINATOR

My office can provide technical assistance and training to help you implement the Vocational Equity Incentive System. I have a large amount of printed material and some audiovisual material for your use. Periodically, materials will be mailed. Please feel free to call or write with suggestions or issues.

Wis. Dept. of Public Instruction
EQUITY ACTIVITY DATA
P.L. 94-482
PI-1356

INSTRUCTIONS: Complete and submit 1 copy by May 15 to:
Dept. of Public Instruction
Bureau for Voc. & Career Ed.
126 Langdon Street
Madison, WI 53702

Equity Activity Data

School District _____

LVEC _____ Phone _____

Signature of District Administrator _____

I. Answers to the following are necessary in order to participate in the vocational equity incentive system.

A. Our school district has completed the following activities related to vocational equity: (fill in the chart below; activities might include needs assessment, evaluation activity, inservice, special projects, speakers, etc. Activities will include ones initiated by LVEC or other personnel at the secondary school and elementary school level; check with Title IX coordinator, guidance counselors, career education directors and other personnel for this information). Use the back if necessary.

Year	Name/type of Activity, Model Program	Initiated by (Title of Personnel)	For Whom	Approximate Number Reached	Funded by

II. Answers to the following questions are optional, but would be very helpful to our planning.

A. List prevocational courses at the junior high level (below the 9th grade) offered in your district, and provide enrollment data if easily ascertained.

Course	Check if course is required	1976-77 M F	1977-78 M F	1978-79 M F	1979-80 M F

B. Describe prerequisities or conditions necessary for students to enroll in any of the above courses.

C. If you have a vocational/career exploratory sequence at the junior high level, please list it below with enrollment data if easily ascertained.

Course	1976-77 M F	1977-78 M F	1978-79 M F	1979-80 M F

3.6 AGRICULTURE/AGRIBUSINESS PROGRAMS

Agriculture is the basic industry. The well-being of all humanity and the economy of the United States depends on productive and efficient agriculture. The increasingly complex technological nature of the agricultural industry, the continually expanding demand for food and fiber, and the mounting pressure on natural resources dictate the need for an informed citizenry and highly skilled entrepreneurs and employees.

The first concern of vocational agriculture at the secondary level is the development of individual students. Agriculture is a subject, and the activities it includes become a vehicle through which the potential of individual students is developed.

Vocational agriculture provides three elements in the vocational preparation continuum:

1. Career exploration and orientation in agricultural occupations.
2. Education for entrepreneurship or employment.
3. Education that prepares for future upgrading and retraining.

At the ninth grade level, vocational agriculture builds on interests of students. Students identify problems. The problems become the basis for instruction that leads into exploration of the natural sciences, mathematics, economics, and related areas. Initial instruction provides the basis for occupational experience programs that are a most significant part of this developmental process. Occupational experience programs are required of all students who enroll in agriculture. The occupational experience programs consist of all the agricultural activities conducted by students outside of class for which the teacher provides instruction and supervision.

Vocational agriculture at the ninth and tenth grade levels generally provides a foundation of basic agricultural science upon which later specialization is developed. Specialized options in agriculture are developed at the eleventh and twelfth grade levels. Demands for more intensively trained personnel in all phases of agriculture exist. Students completing high school vocational agriculture have opportunities for post-high school vocational and technical education in specialized areas.

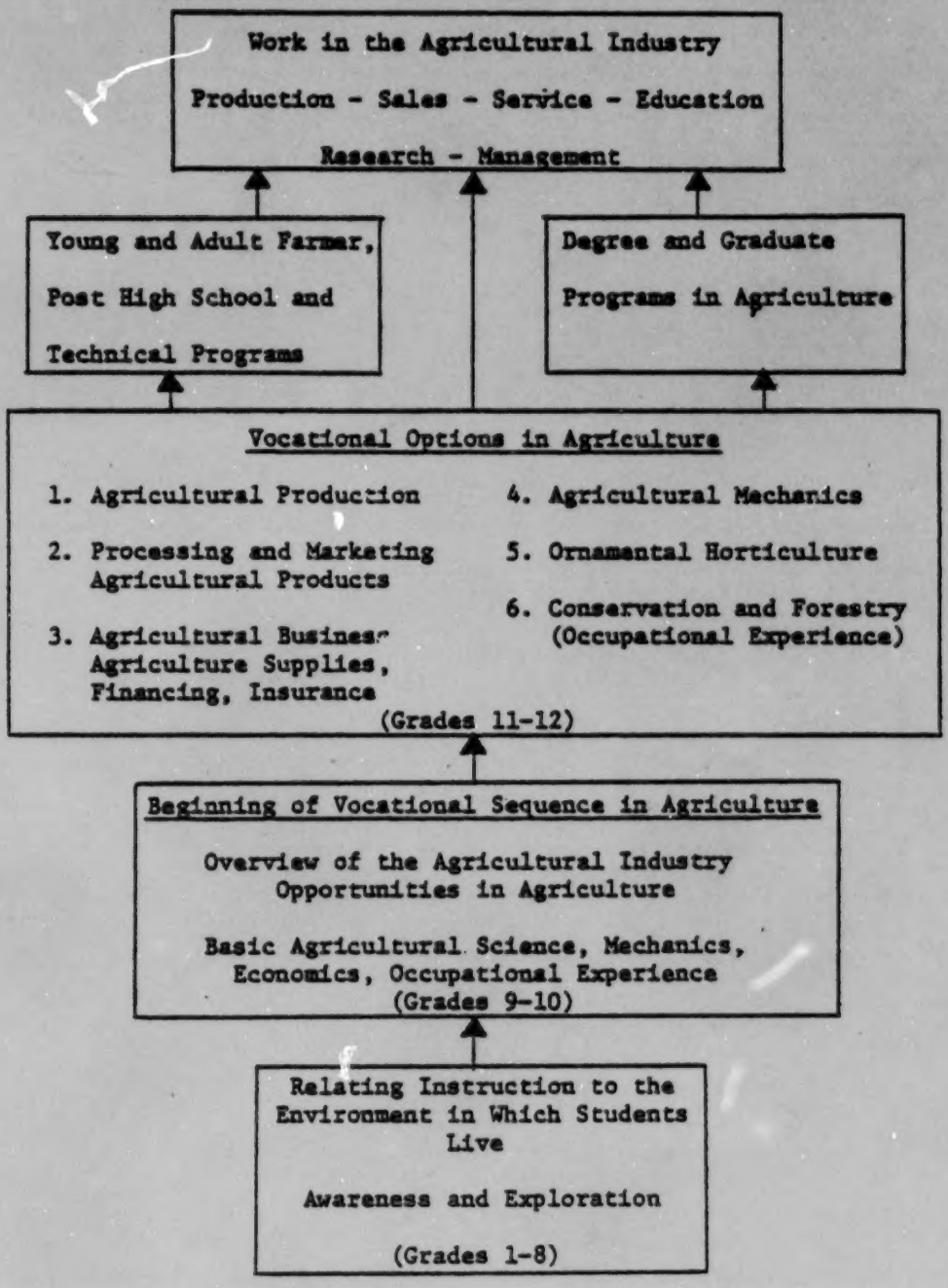
The continuous guidance, encouragement, and individual instruction provided by instructors is a crucial factor in the development of mature and responsible students. Approaches and procedures are constantly changing, but the principles outlined for meeting needs of individual students have remained constant over the long history of the program.

Leadership development through FFA activities challenges students in meaningful ways. FFA is the national organization of, by, and for students studying vocational agriculture in secondary schools. FFA is intra-curricular. It is an integral part of the vocational agriculture program. Membership is open to all students enrolled in high school vocational agriculture programs. (Membership may be retained until November 30 following the fourth national convention after graduation from high school.) In addition to leadership development, FFA strives for character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

VOCATIONAL AGRICULTURE/AGRIBUSINESS IN WISCONSIN

1. Students will acquire the skills and knowledge needed for initial and continuing employment or self-employment in agricultural occupations in which there are employment opportunities.
2. Students will acquire competencies within agriculture needed as consumers of goods and services, for home and family living, and for personal use.
3. Students will become aware of employment or self-employment opportunities and requirements for making career choices and determining their educational programs.
4. Students will develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.
5. Students will exhibit pride in work well done, confidence in ability to exhibit and develop leadership abilities, responsible citizenship, and a realistic self-image in relation to their chosen vocation.
6. Students will develop those abilities in human relations which are essential in agricultural occupations.

AGRICULTURAL EDUCATION FLOW CHART


Work in the Agricultural Industry
Production - Sales - Service - Education
Research - Management
Young and Adult Farmer, Post High School and Technical Programs
Degree and Graduate Programs in Agriculture
Vocational Options in Agriculture
1. Agricultural Production
2. Processing and Marketing Agricultural Products
3. Agricultural Business - Agriculture Supplies, Financing, Insurance
4. Agricultural Mechanics
5. Ornamental Horticulture
6. Conservation and Forestry (Occupational Experience)
(Grades 11-12)
Beginning of Vocational Sequence in Agriculture
Overview of the Agricultural Industry
Opportunities in Agriculture
Basic Agricultural Science, Mechanics, Economics, Occupational Experience
(Grades 9-10)
Relating Instruction to the Environment in Which Students Live
Awareness and Exploration
(Grades 1-8)

3.7 BUSINESS AND OFFICE EDUCATION

Business is a basic industry that pervades the life of every individual. In an increasingly complex society, individuals must be able to make reasoned judgments on economic and consumer problems. The American business enterprise system requires an informed citizenry to function productively and profitably. With increased pressure for conservation of resources, business must produce goods and services efficiently, at a profit, with minimal damage to the environment. These demands dictate the need for educated and skilled business entrepreneurs and employees.

Business and Office Education (BOE) Programs should teach for and about business. Therefore, balanced emphasis should be placed on developing understandings about business concepts and the place of American enterprise in the economic system and on preparing students for specific occupational areas.

Business and office education program area goals are:

-to understand the influential aspects of business;

-to explore self and business and office occupations;

-prepare for occupational entry, promotability and advancement, and continued education.

The Business and Office Education (BOE) Program offers exploratory, sequence, and Occupational Preparation Program(s) in these six-digit instructional programs:

14.0100 Accounting and Computing Occupations
14.0200 Business Data Processing Systems Occupations
14.0300 General Office Clerical Occupations
14.0400 Information Communications Occupations
14.0500 Material Support Occupations
14.0600 Personnel, Training, and Related Occupations
14.0700 Stenographic, Secretarial, and Related Occupations
14.0800 Supervisory and Administrative Management Occupations
14.0900 Typing and Related Occupations
14.9900 Other Office Occupations

All of these six-digit Occupational Preparation Program(s) are based on these five primary focuses:

Information Systems
Business Enterprise
Clerical
Secretarial
Accounting

Information systems is a term that merges data processing and word processing under one umbrella. Both data processing and word processing, whether the work is done by hand or by machine, is the means of processing information wherever information is needed. Thus, it touches the lives of everyone in some way. Duties performed in an office are quite often broadly referred to as data and/or word processing since it is here that information is recorded, classified, sorted, computed, summarized, and transmitted. To conduct business in our ever-changing society, more business data must be processed and made available quickly. The computer and electronic typewriter are widely accepted as powerful tools for accomplishing the processing, storing, and retrieving of information. We are living in a "computer age" and students should be familiar with data processing so that they will be able to cope in a computerized world.

Therefore, it is recommended that a one-semester, introductory course in business data processing be offered to ALL business students. When local employment data can substantiate need for sequence and Occupational Preparation Program(s) in data processing and word processing, they should be implemented into the school curriculum.

Courses titled, "business enterprise" are not common in Wisconsin. "Introduction to business," "basic business," or "general business" courses are offering students opportunities to discover how business operates in the American free enterprise system. Basic business concepts, economic understanding, business organization, and business responsibility in society are topics usually taught in a series of courses such as: general business, business law, business finance, business economics, consumer economics, and incorporated throughout the business curriculum. The term "business enterprise" encompasses the various courses which focus primarily about business rather than educating for a specific occupation.

It is anticipated that a full-year course could be developed which focuses on understanding the role of business and its function in the American free enterprise. Utilizing a multidisciplinary approach in offering a business enterprise experience at the junior high level (similar to Junior Achievement) is an emerging methodology.

The junior high/middle school BOE program should be primarily exploratory in nature. More specifically, this curriculum should:

-provide exploratory experiences in career selection;

-provide prevocational guidance assistance;

-contribute to the consumer, business, and socio-economic understanding of all students;

-form a foundation for the study of advanced business subjects.

A broad exposure to the world of business should occur throughout the K-8 curriculum in career awareness and exploration activities. The high school BOE courses are more specialized. The business and office education curriculum develops skills that are basic to a cluster of related occupations. Students can acquire job mobility through transferable job skills. With appropriate counseling and guidance, students should be able to relate their interests and abilities to several occupations in an Occupational Preparation Program(s).

Traditionally, the three business and office education emphases are clerical, secretarial, and accounting. Typewriting and office procedure competencies are necessary for entry into the clerical and/or secretarial Occupational Preparation Program(s). A student seeking a clerical occupation should develop competencies in machine transcription while a student desiring a secretarial occupation should acquire competencies in shorthand and transcription. Both of these areas are expanding to include office administrative skills so that students may be promotable as well as employable. Beginning accounting and data processing competencies are essential for entry into the accounting Occupational Preparation Program(s).

Competencies in typewriting and office procedures are also strongly recommended for students pursuing careers in accounting. Because of the interdependency of specific departments and/or functions in an office, this basic understanding is required of all business employees in order to realize the effects of individual efforts.

The Model Office Occupations Program (MOOP) methodology is receiving attention as a means of integrating skills and experiences prior to full-time employment. This course is usually taught in a two-hour block of time. The simulation methodology duplicates an actual office environment. Simulation offers a viable alternative to students who cannot participate in a CO-OP. MOOP offers students an opportunity to develop marketable skills while staying in school.

The Cooperative Office Occupations Program (CO-OP) methodology is still regarded as a very effective culminating activity for business and office students. It is difficult to duplicate the excitement of a job setting. The CO-OP method requires: carefully selected training stations; written agreements between the employers, schools, and parents that structure the experiences; in-school instruction to develop new skills and to maintain skills that may not necessarily be used at the training sites. Ideally, students should have the option of selecting either a CO-OP or a MOOP to achieve their occupational objectives.

If Occupational Preparation Program(s) are to be effective and successful, coordination time should be provided for a quality program. Teachers who plan to use simulation in a block time approach should participate in a simulation workshop/inservice. A minimum of two weeks extended contract is required for CO-OP coordinators. An extended contract for simulation coordinators is encouraged. Occupational Preparation Program(s) teachers are responsible for assisting students in placement activities and working with businesses in the community.

Five Wisconsin universities offer business and office education programs:

UW-Eau Claire
UW-Madison
UW-Stevens Point
UW-Superior
UW-Whitewater

One private college offers a business and office program:

Mount Mary College

The following BOE curriculum guides are available from the Department of Public Instruction:

CO-OP 1976
scheduled revision 1980

MOOP - 1977
scheduled revision 1981

FBLA Advisors Handbook - 1978

Handbook for Business and Office Education - 1979
scheduled annual revisions

*Guide for BOE Data Processing - 1980

*Guide for BOE Word Processing - 1980

*Business Education Secondary Curriculum Guide - 1980

*Guide for BOE Facilities and Equipment - 1981

The Vocational Studies Center, Box 49, 321 Old Education Building, University of Wisconsin-Madison, Madison, Wisconsin 53706, (608)263-3629, has many BOE materials such as competency-based BOE modules.

Future Business Leaders of America (FBLA) is a national organization for all middle school/junior high, and high school students participating in business and office programs. FBLA is an integral part of a quality business and office program. It is an intracurricular activity rather than an extracurricular activity. Leadership development, cooperative efforts, community service and participation in regional, state, and national conferences provide experience and growth which suppor and supplement classroom instruction.

FRAMEWORK FOR BUSINESS AND OFFICE EDUCATION CURRICULUM STRUCTURE

K6	Self Awareness Activities & Career Awareness of Business Occupations	K-6
7 or 8	Exploratory Business Careers and/or Business Enterprise	7 or 8
9	Introduction to Business	9
9-12	Sequence Courses (Typewriting, Accounting, etc.)	9-12

*OCCUPATIONAL FOCUSES

Clerical	Secretarial	**Information Systems	Accounting	Business Enterprise
Machine Trnscrp.	Shorthand	Data Processing and/or Word Processing and/or Office Reprographics	Accounting Principles	Business Organizations Economics, Finance Law

TYPICAL JOBS

Clerical
ENTRY LEVEL -- File Clerk, Typist, Clerk-Typist, Key Entry (Keypunch) or Data Entry Clerk, Office Cashier, Receptionist, Data-Typist, Word Processing Typist, Transcription Machine Operator (Transcriptionist)
ADVANCED LEVEL -- Administrative Assistant, Office Manager, Office Supervisor, Word Processing Supervisor

Secretarial
ENTRY LEVEL -- Receptionist, Stenographer, Communications Clerk, Secretary, Transcribing Machine Operator (Transcriptionist), Correspondence Secretary
ADVANCED LEVEL -- Executive Secretary, Clerical or Office Supervisor, Administrative Secretary, Word Processing Supervisor, Administrative Assistant, Legal Secretary, Medical Secretary

*Business and Office Education materials which are being developed and not printed at this time.

Data Processing
ENTRY LEVEL -- Key Entry (Keypunch) or Data Entry Clerk, Remote Job Entry Operator, Peripheral Equipment Operator, Data Production Control Clerk, Computer Operator, Programmer Trainee, Tape Librarian
ADVANCED LEVEL -- Associate Data Processor, Computer Programmer, Systems Analyst, Data Processing Supervisor

Word Processing
ENTRY LEVEL -- Data Entry, Junior Word Processing Typist (Trainee), Word Processing Typist, Word Processing Statistical Typist, Word Processing Transcription Typist, Word Processing Shorthand Typist, Technical Word Processing, Word Processing Proofreader
ADVANCED LEVEL -- Word Processing Supervisor, Word Originator, Administrative Assistant, Executive Secretary

Office Reprographics
ENTRY LEVEL -- Copy Machine Operator, Mimeograph Operator, Offset Machine Operator, Paper-Tape Typewriter Operator, Copy Preparation Clerk, Magnetic Typewriter Operator (card or tape), Cold-Type Compositor, Binder, Layout Designer, Proofreader
ADVANCED LEVEL -- Composition Supervisor, Duplication Supervisor, Office Reprographics Manager

Accounting
ENTRY LEVEL -- Cashier, Inventory Clerk, Coding Clerk, Accounting Machine Operator, Order Clerk, Accounts Receivable Clerk, Accounts Payable Clerk, Payroll Clerk, Accounting Clerk, Bookkeeper, Statistical Clerk or Assistant, Insurance Clerk, Purchasing Clerk, Bank Teller
ADVANCED LEVEL -- Credit Manager, Accountant, Auditor, Office Manager, Treasurer

Business Enterprise
Single courses are offered for orientation and exploration purposes, to provide basic business knowledges, and as supplementary to the office Occupation Preparation Program(s). These courses are also appropriate as supplementary offerings for students with employment objectives other than office occupations.

OFFICE PROCEDURE COMPETENCIES (REQUIRED PREREQUISITE FOR OCCUPATIONAL PREPARATION COMPONENT)

***METHODOLOGIES

11-12.... 11-12

Cooperative Office Occupations Program CO-OP	Model Office Occupations Program MOOP

*OCCUPATIONAL FOCUSES -- Classification and grouping of related business vocations according to skills and competencies needed. Instruction in communications (oral and written) should be integrated into all the Occupational Preparation Program(s).

**Data processing and/or word processing may be sequentially developed into the Occupational Preparation component when local employment data can substantiate need. Reprographics involves the study of design and layout of printed material, operation of various copying and duplicating equipment and printing processes.

***CO-OP and MOOP methodologies may have a combination of various occupations being taught in the same course.

3.8 HOME ECONOMICS

(Pending)

INDUSTRIAL ARTS → 3.9 INDUSTRIAL EDUCATION ← TRADE & INDUSTRY

Industrial education draws its body of content from industry and provides for the development of understandings and competencies relating to industry. Historically: industrial education has had two components: industrial arts for general education purposes and trade and industrial education for vocational purposes. In a few schools, the two are considered totally separate. While each may have a specific emphasis, many more similarities exist between them than differences. If students are to be adequately served, it is essential to harmoniously integrate both aspects of the field. Industrial education is more than just a generic term linking industrial arts and trade and industrial education. Industrial education connotes a unified program in which industrial arts and trade and industrial education are interrelated.

A comprehensive program of industrial education involves study of the total industrial institution, all the elements of industry, and ways in which they interact. Of particular importance is consideration of the impact of industry on man and society. Industrial education also provides students opportunities to develop competencies for entry into the world of work.

Industrial education in Wisconsin provides students with opportunities to:

1. Work with elements of industry to understand how they function in producing goods and services.
2. Understand the interdependence of society and industry.
3. Explore the context in which industry has developed and continues to develop.
4. Explore occupational areas as a basis for selecting a career and understanding the pursuits of others.
5. Prepare for entry into appropriate industrially related occupations and develop the basis for further occupational education.

Courses designed to meet specific employment needs are referred to as Occupational Preparation Program(s) courses. Occupational Preparation Program(s) industrial education courses should:

1. Prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupations;
2. Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs and apprenticeship programs; and
3. Assist individuals in the making of informed and meaningful occupational decisions.

How the Goals of Industrial Education Are Achieved

Program objectives should be based on the skills, attitudes, and knowledges required for occupational competence. Instruction is related directly to the occupation for which students are preparing. Upon completion, individuals will be ready for employment in those areas. Industrial education instructors should familiarize students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations. Instruction shall consist of a planned sequence of related academic and technical instruction and field, shop, laboratory, cooperative work, and other occupational experiences.

Programs must be developed and conducted in consultation with local advisory committees and should incorporate the most up-to-date information, attitudes and skills. This requires that vocationally-certified instructors maintain programs of continued occupational experience and/or attendance at related workshops or graduate credit in appropriate technical subjects.

Activities of vocational education student organizations (VICA) should be an integral part of the vocational instruction offered and should be supervised by qualified vocational education instructors.

Continuous evaluation at the local level should be conducted and the results used for change or improvement in the program.

Occupational Preparation Program(s) courses are offered in the twelfth grade. At least twenty-five to thirty percent of the time in the Occupational Preparation Program(s) course should be spent in general and technical-related instruction. It is recommended that the laboratory courses that include set-up and clean-up time should be a minimum of two periods approximately 100 minutes) in length.

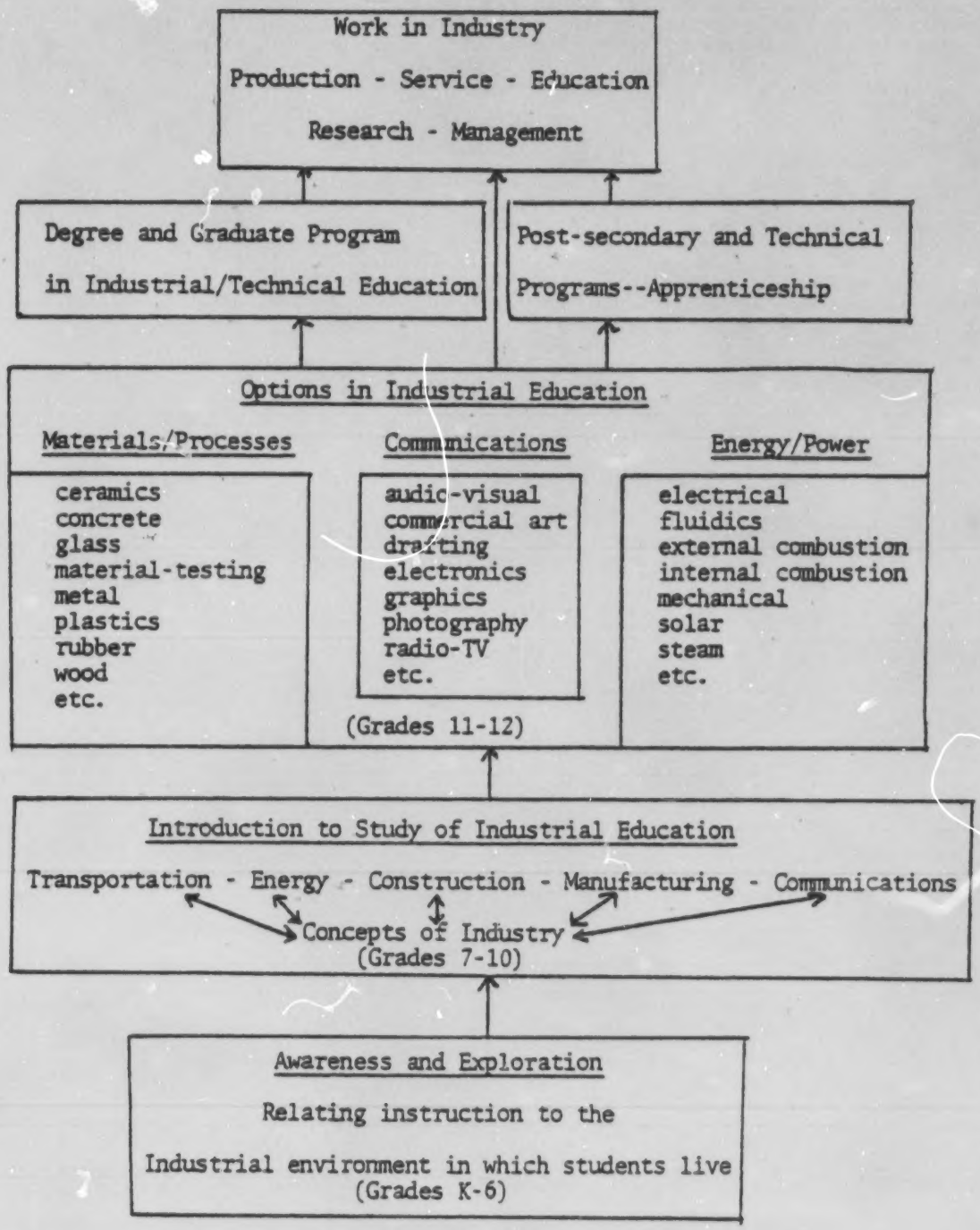
Both industrial safety and school shop safety should be included in the related instruction.

Resource people should be utilized whenever possible in the Occupational Preparation Program(s) courses for presentations and demonstrations. It is desirable to employ some tradespeople as teacher aides for short periods of time to teach some skills or operations within job clusters.

Vocational education demands that the most realistic job training possible be made available to students. Cooperative education, in which students are placed on jobs under an agreement assuring a variety of job experiences related to classroom instructional programs, is recognized as the ideal training situation.

Cooperative education cannot always be made available to all students in all occupational areas. Vocational education utilizes other kinds of realistic experiences beyond those available in the classroom. These participating or simulated activities may take students out into the business and industrial community for brief periods of time. These may be organized as part of a project method program. Vocational education programs must provide for students either cooperative education or participating "simulated" experiences. The development of the latter requires a high degree of ingenuity and initiative on the part of the teacher; many of these experiences will have to be "tailor-made" to the particular community and job involved. The development of such experiences is one of the real challenges of vocational education today.

Industrial Education Flow Chart



REFERENCES AND RESOURCES

1.	The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12	Wis. Department of Public Instruction 126 Langdon Street Madison, WI 53702
2.	Guidelines for Planning Industrial Education Facilities and Equipment	Wis. Department of Public Instruction 126 Langdon Street Madison, WI 53702
3.	V-TECS - Catalogs of performance, objectives, criterion-referenced measures and performance guides for various career and other selected instructional materials and guides	Wis. Vocational Studies Center UW--Madison 321 Education Building Box 49 Madison, WI 53706
4.	Instructional Materials and Contemporary Industrial-Technical Education Curriculum Materials	Instructional Materials Center UW--Stout Menomonie, WI 54751
5.	Department of Industrial Education Materials for Curriculum	UW--Platteville Platteville, WI 53818

3.10 MARKETING AND DISTRIBUTIVE EDUCATION

THE NEED:

Trade has been a part of human activity from the beginning. A quality weapon or ornament would be sought after by a person less skilled than the maker. Something of equal value would be offered when a trade occurred.

As the United States moved from an agriculture society to an industrial society, products were made in large quantities resulting in surpluses and lower prices. It was necessary for a system of marketing and distribution to evolve in order to get the products and service from the producer to the consumer. The system began with itinerant merchants using "a store in a wagon" to serve the scattered settlers. As communities developed, the "wagon stores" became permanent stores in buildings on main street. Railroads and then trucks became a part of the distribution system. Advertising agencies, radio, newspapers, and TV became the marketing components in communicating what products were available to fill identified needs.

Without the help of legislation and an identified discipline, sales education in 1935 enrolled only 22,000 students nationally. With the help of the vocational George-Deen Act of 1938, there were 200,000 enrolled by 1946. In 1978 there were approximately one million high school, post-secondary and adult students in distributive education.

Wisconsin did not choose to implement high school vocational education until 1965. In 1979 there were 107 high schools providing 8,000 students with distributive education with one or more class credits. Part of the growth has been the design of: unique teaching methods; philosophy appropriate for the knowledges, skills, and attitudes of the discipline of marketing; and programs which fit local needs.

There are three types of programs that have proven to be successful: cooperative education, participating experiences (project), and model store (simulation).

Cooperative education utilizing on-the-job training was recommended initially in 1938. State and local advisory committees still recommend cooperative education as the best methodology for developing the appropriate attitudes, knowledges, and skills for marketing. However, all communities cannot field a cooperative program nor does it fit the time constraints, priorities, and goals of all students. Therefore, participating experiences or model stores may best fit particular communities and also make fine second and third programs in marketing and distributive education as the numbers of students becoming interested in marketing grows.

STANDARDS AND RATIONALE FOR THE NEW SIMULATED LAB (PROJECT) IN VOCATIONAL DISTRIBUTIVE EDUCATION

Vocational Distributive Education programs have been in existence since 1938 in most states. Wisconsin has had adult programs in marketing and merchandising for many years. In the early 1960's, two year post-secondary programs were begun. In 1964 with the decision by State Board of Vocational Technical Adult Education and State Department of Public Instruction that vocational education was needed at the high school level, a state supervisor was hired. Starting with practically no programs in 1964, the state program has grown from 13 programs in 1965 to 105 programs this year (79-80). All but six will be cooperative education programs. (Cooperative education programs include school supervised on-the-job training as an extension of the related class.) Why the simulated lab (project) method?

We know the cooperative method has been successful in achieving many outcomes including these four:

1. It provides a lab for students to apply the theory taught in a related class(es).
2. It provides a realistic setting for students to learn social skills of selling, customer relations, employee-employer relations.
3. It gives students opportunities and motivation for decision-making with real merchandising problems.
4. It helps students learn technology or the company way of doing things.

Not all students or communities are best served by a co-op program. Why?

1. Some communities are too small to have enough marketing businesses for training stations. Generally there needs to be three marketing businesses for each student to be enrolled to provide enough on-the-job training stations.

2. Some students are out for sports which practice after school.

3. Some students have certain school or "college requirements" to complete. (These requirements are usually not a problem if planning begins early by student and if requirements are reassessed by the school.)

4. Finally, some students are not employable enough to hold down a job for both a training credit and yet producing enough to earn his pay.

The simulated lab (project) program can be a solution to the above problems.

In addition to the standards and procedures necessary for a reimbursable vocational program, the following standards have been approved by D.P.I. for a simulated lab (project) D.E. program using participating experiences:

STANDARDS	RATIONALE
1. In addition to the related class, there will need to be some extended time, generally one extra period, for the application of the knowledge, skills and attitudes necessary for employability in marketing and distribution. The two periods should be back-to-back. In a school with modular scheduling, a two-hour block, (at least twice a week), incorporating both related class and the lab period for projects would be approvable.	1. Class time in school needs to be provided in order to simulate a job, such as in the co-op program. Two hours provides time for field trips, individual field interviews, downtown-market studies, sales or school activities promotions, display construction, etc.
2. The teacher would have one or more hours per day for the coordination of the simulation projects with downtown businessmen. If one hour was allotted, it would be preferable if this hour was scheduled back-to-back with preparation periods(s) and/or the class-lab periods.	2. The teacher needs time to relate the possible projects to the classroom instruction by coordination visits downtown and to gain the cooperation of businessmen for each project and check student's progress.
3. The laboratory needs to be fully developed and equipped.	3. Some of the simulation would need to be within the school.
4. In addition to simulated projects, some students may need to be on actual work experience projects, periodically, to enable them to develop the competencies needed to achieve their particular career objectives.	4. Example: Direct selling is difficult to simulate in the classroom even with videotape equipment.
5. A series of individually designed projects based upon the student's career objective, complete with a project record will be maintained.	5. The projects, both group and individual must progressively advance the student towards his career objective, building upon the preceding one.
6. Two to four weeks summer coordination time is needed to set up projects. Travel distances and size of the program would dictate the exact time needed.	6. The coordinating-teacher will need to gain the cooperation of many businessmen in helping students through projects. Individual instructional materials would need to be ordered and organized for each student.
7. Each student will be assigned an advisory committee composed of 1-3 businessmen in marketing.	7. These practitioners will be in a position to advise the student in his career development and in helping to design practical projects.

STANDARDS	RATIONALE
8. Vocational D.E. certification is required (major in Distributive Education along with two years of occupational experience.) A coordinating-teacher may also need a project methodology workshop as it is relative new methodology.	8. Generally, the coordinating-teacher will need more marketing and methodology than a cooperative coordinating-teacher of a cooperative program in order to simulate the job.
9. A vocational education youth group, Distributive Education Clubs of America, will provide the third segment of a sound program along with the class period and the lab period.	9. DECA will help to provide the motivation provided in a co-op program through regular on-the-job training. In addition, leadership, management, human relations and other social skills competencies can be learned through this method.

The various components of the three programs are listed below:

	COOPERATIVE	PARTICIPATING EXPERIENCES (PROJECT)	MODEL STORE
Class Time	1 period	Extended up to two periods	Extended up to two periods-blocked
Student Organization?	DECA	DECA	DECA
On-the-job Learning	1 to 3 periods	Projects and observations, usually 1 to 3 periods. Could include school store as a project	Projects and simulations See above-could be more than the 2 periods
Paid?	Paid	Not paid	Not paid
Minimum Time Outside of Class?	15 hours per week minimum	No minimum but usually 3-20 hours per week	No minimum
Training Plan?	Training Plan	Training Plan	Schedule of training
Training Agreement?	Training Agreement	Training Agreement	No training agreement
Teacher time required for coordination	Coordination (1/2 to 1 hour per week per student)	Coordination (1/4 to 1 hour per week per student)	No coordination required, but encouraged

The advantages and disadvantages of the three programs are listed on the following pages.

COOPERATIVE

ADVANTAGES	DISADVANTAGES
Realistic application	Limited to jobs available
Employer-employee relationships	May not fit students career objective
Motivation of pay	Difficult to schedule
Time and money management	Time away from school building (a hangup?)
Customer-employee relationships	Sometimes difficult to get good training plans from employers

PARTICIPATING EXPERIENCES (Project)

Realistic application (especially if some "hands-on")	No motivation of pay
Businessman student relationships (at least contacts)	No money management
Flexible as a project for some students--could be paid work	No employer-employee relationships (except where students are working)
More career objectives can be served - especially management	Requires management skills in coordinating-teacher to plan all projects and observations for every student
Coordinating-teacher better controls learning environment	Lack of adequate individualized learning materials

MODEL STORE

Realistic application (especially if store opens for business periodically for short periods)	No motivation of pay
Simulated employer-employee relationships	Requires management skills in coordinating-teacher to plan schedules and activities for all students in a "going operation"
Time Management (some fiscal)	Lack of adequate materials, forms, at initial phases
Some customer-salesperson relationship (if open for business periodically)	No actual employer-employee relationship
More career objectives can be served if all work is delegated to students	Very limited customer-employee relationship especially sales
Coordinating-teacher better controls learning environment	No personal money management
No time away from building	
No coordination time absolutely essential	

Other delivery strategies might include: a circuit teacher through a CESA, a contract with a technical school, mobile lab for model store simulation, and individualized learning activity packages (LAPS) in conjunction with hands-on experiences. LAP's for 76 occupations are available through DPI. A recommended curricula sequence includes:

PROGRAM METHOD

Cooperative

Class and coordinated on-the-job training

Participating Experiences (Projects)

Coordinated Projects. Class and project lab period

Model Store (Simulation)

MARKETING AND DISTRIBUTIVE EDUCATION CURRICULA

Merchandising & Marketing

DE III - Sr. - Merchandising & Marketing or a specialized curriculum

DE II - Jr. - Sales & Marketing (Time needs to be provided for projects)

DE I - So. - Introduction to Marketing and Distribution

Freshman or
Junior H.S. - Introduction to Careers (for all students)

SPECIALIZED CURRICULA

Automotive & Petroleum Marketing

Fashion Merchandising

Finance & Credit

Food Marketing

Hotel & Motel Marketing

Merchandise Handling

Real Estate and Insurance

Recreation & Tourism

Wholesaling

One of the most important learning strategies is DECA (Distributive Education Clubs of America). For further information on this organization, see the section titled Student Organizations.

What are the benefits of Distributive Education?

FOR THE STUDENT:

Motivation through a total positive program of activities.

Professional Growth through all facets of the total program of class, hands-on the DECA activities.

Personal Growth through involvement activities, through work and DECA student activities.

Understanding of the private enterprise American economy and government's relationship to that economy.

FOR THE SCHOOL:

- utilization of community resources

- public relations from model students

- reduced pressure on room and facilities - if co-op is used
- motivated teachers through involvement with students and business people
- less counseling needed by DE students

FOR THE COMMUNITY:

- well-trained workers
- model citizens
- improved efficiency of marketing and distribution - reducing costs of consumer products and services
- lower unemployment

MARKETING AND DISTRIBUTIVE EDUCATION

6 Digit Instructional Program Codes/Titles:

04.0100	Advertising Services
04.0200	Apparel and Accessories
04.0300	Automotive
04.0400	Finance and Credit
04.0500	Floristry
04.0600	Food Distribution
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building, Materials, etc.
04.1000	Home Furnishings
04.1100	Hotel and Lodging
04.1200	Industrial Marketing
04.1300	Insurance
04.1500	Personal Services
04.1700	Real Estate
04.1800	Recreation and Tourism
04.1900	Transportation
04.2000	Retail Trade, Other
04.9900	Other Distributive Occupations (specify)

Cluster Program Codes/Titles

04.0000	Distributive Occupational Cluster

3.11 SPECIAL NEEDS: HANDICAPPED/LIMITED ENGLISH-SPEAKING ABILITY/DISADVANTAGED

INTRODUCTION

Vocational educators are frequently asked to teach students who are considerably below average when compared with other students in their classroom or laboratory. Many of these students simply do not, for whatever reason, possess the basic skills to master content without a great deal of special help from the vocational instructor. Others may not have known what they were "getting into" when they enrolled in the course and find they lack the interest and aptitude needed to succeed in the program. It is these students, who may demand more from the vocational instructor than he or she can reasonably be expected to provide, who can be categorized as having "special needs."

The true irony of the "special needs student" lies in the fact that it is they who have the greatest need for vocational education. Few students who could be included in this category will be continuing their education beyond the twelfth grade. Many who do not get the help they need will drop out of school before twelfth grade. Reason would dictate that they be given whatever help they need to master as many job competencies as possible.

IMPLEMENTING SERVICES FOR STUDENTS HAVING SPECIAL NEEDS

Whenever possible, help should be provided for a student having special needs as a part of the vocational course (see Illustration 1). Given sufficient time, sensitivity, and technical assistance, an individual classroom teacher can be of tremendous service to students who have special needs. No one is in a better position to know exactly what assistance an individual student needs in order to more fully profit by his/her vocational course.

Several current "Priorities of Expenditure" and BVACE operational policies are intended to be an incentive for districts to enroll more special needs students in Occupational Preparation Program(s) courses. When, for example, one-fourth or more of the students enrolled in Occupational Preparation Program(s) course have "special needs" and its VE-3 application includes a "description of the services, activities, or resources provided for these students which would not be available if special needs students were not being served" as requested in 7.2 on the first page of the application, the program can utilize priorities of expenditure "1l" and "2d". When one-half or more of the students have "special needs" and the VE-3 includes the "description" requested on page one, the project is assigned "special needs status" and thereby receives a higher reimbursement rate.

Some of the supportive services that could be provided for special needs students might include, but are certainly not limited to, the following:

--additional teacher time

--team teaching with teachers responsible for remedial/ developmental programs

--development and utilization of unipacs or similar materials

--tutor/tutee program

--more than an average amount of counseling and/or psychological services

--articulation with remedial skills programs (e.g. math, English, reading, etc.)

--flexibility in prerequisite entrance requirements (e.g. grades, coursework, basic skills, etc.)

--variety of resource materials for slow learners

--special training or qualifications of Occupational Preparation Program(s) teacher

--expanded or additional emphasis on placement services for special needs students

--additional coordination time for teacher to work with special needs students

--some form of related work experience provided for special needs students in a non-coop program

--availability of paraprofessionals/aide for special needs students enrolled in the program

--smaller than normal class size

When the help needed by special needs students cannot be provided as part of individual vocational courses, it should be provided as close as possible to the vocational classroom the special services are intended to support (see Illustration 2). When this approach is utilized, care must be taken to ensure that the services provided are in fact those needed to allow the student to profit by vocational education. The content of vocational education is uniquely suited to teach students the basic academic skills they will need to succeed in advanced coursework and the world of work. But this potential is realized only if those providing the supportive instruction know what content is currently being addressed in the vocational courses and what specific assistance is needed. The farther the supportive instruction is removed from the vocational courses it is intended to supplement, the less likely it is that the supportive instruction will be meaningful from a vocational educator's standpoint. There must be a proximate and logical tie between the supportive service developed for the special needs student and the vocational education coursework it is intended to support.

Experience has shown that the more vocational courses each supportive service is designed to support, the less likely it becomes that the service will be of significant benefit to the special needs student (see Illustration 3). When a supportive service attempts to serve numerous vocational courses, it is generally little more than a traditional remedial program of questionable benefit to special needs students who are simultaneously enrolled in vocational education.

When funding assistance is needed to provide supportive services which will not be part of the vocational course (Illustrations 2 and 3) application must be made on a VE-8 form. These programs are referred to as "special project-special needs programs." Essentially any service the vocational education staff of a district determines will allow special needs students to more fully profit by vocational education is eligible for reimbursement.

REPORTING REQUIREMENTS

Federal regulations require the Bureau for Vocational and Career Education (BVACE) to collect specific information regarding what caused students with special needs to be in need of supportive services or a modified vocational education program. These special needs students are to be counted in one of three categories: "handicapped," "of limited English-speaking ability," or "disadvantaged."

Any student enrolled in a vocational program who has been classified as "handicapped" by Wisconsin's legally mandated multi-disciplinary team processes must be reported according to that classification regardless of whether or not the student is also of limited English-speaking ability, and/or disadvantaged. Those completing reports identifying "handicapped" students will also be asked to disclose whether those included in this category are:

--mentally retarded
--hard of hearing
--deaf
--speech impaired
--visually handicapped
--seriously emotionally disturbed
--orthopedically impaired
--other health impaired, or with a
--specific learning disability

This information regarding primary cause of a student's disability will already be available for all students diagnosed as "handicapped" by the school district.

If a special needs student is not "handicapped," his need for supportive services or a modified vocational education program must be a result of "limited English-speaking ability" or the fact that he/she is "disadvantaged." When a special needs student is both "of limited English-speaking ability" and "disadvantaged," he/she must be reported, unduplicated, as "of limited English-speaking ability."

A special needs student who uses a language other than English more frequently than English in an instructional setting according to teacher observation is "of limited English-speaking ability." All such students should be reported accordingly. Signed documentation of limited English-speaking ability must be kept on file.

Remaining special needs students who are reported as "disadvantaged" must be defined as having either an "economic disadvantage" or an "academic disadvantage."

For purposes of this reporting requirement a special needs student can be categorized as "economically disadvantaged" when:

-family income is at or below national poverty level
-parent(s) or guardian of the student is unemployed
-parent of student is a recipient of public assistance, or
-student is institutionalized or under state guardianship

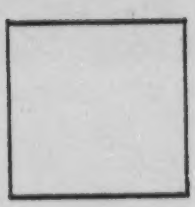
More simply, special needs students participating in a free or reduced lunch program or AFDC program should be reported in this category.

A special needs student can be categorized as "academically disadvantaged" when he/she:

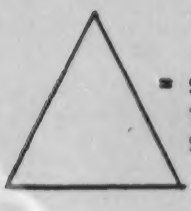
-lacks reading and writing skills,
-lacks mathematical skills, or
-performs below grade level.

More simply, a special needs student enrolled in a remedial program, performing below grade level on standardized tests, or failing a grade should be reported in this category. Signed documentation of "disadvantaged" status must be kept on file for both categories.

Our primary programming concern must be the result of the fact that a student is handicapped, of limited English-speaking ability, or disadvantaged. As indicated earlier, a student has special needs when one or more of the above three causes result in a student's inability to participate in the "typical" vocational education program, including the academic, nonacademic and extracurricular aspects of that "typical" program. The result must be that this student demands more from the vocational instructor than the instructor can reasonably be expected to provide for all students in the class.

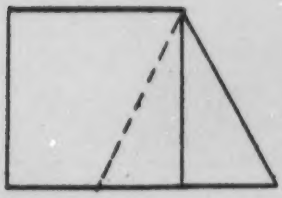


= the vocational course



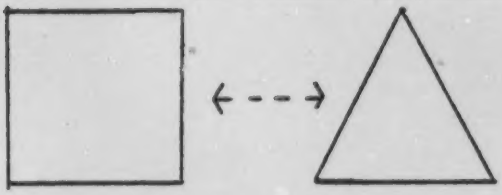
= supportive services for a student having special needs.

1.



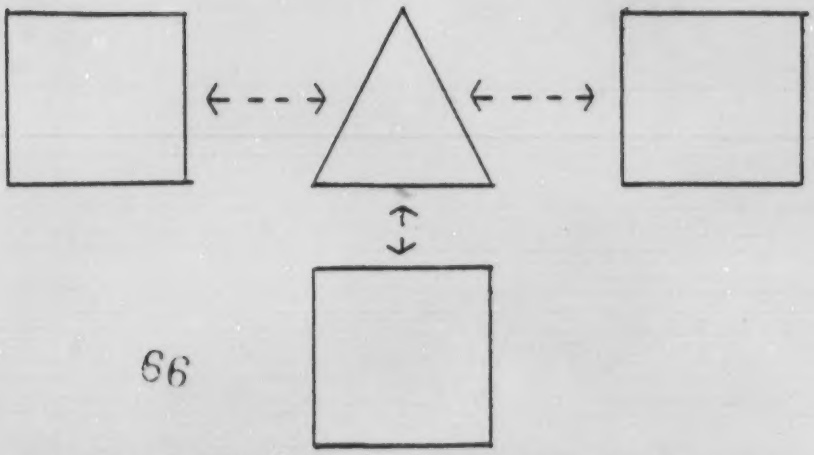
Supportive Services as Part of Vocational Course

2.



Supportive Services Separate from Vocational Course

3.



Supportive Services Serving more than one Vocational Course.

VOCATIONAL SKILLS DEVELOPMENT PROVIDED AS A SEPARATE PROGRAM FOR LEARNERS WITH SPECIAL NEEDS (HANDICAPPED AND/OR DISADVANTAGED)

Program of instruction comprised of organized subject matter and related experiences designed to develop in the special needs pupil the knowledge, skills, attitudes, and appreciations that relate to the world of work.

19.05 01 00 00 Vocational Information--(in school) Planned classroom activities, provided exclusively for special needs learners, concerned with the place of work in our culture, the various resources for obtaining employment, the physical, social, and emotional skills required for retaining a job, overview of employment skill requisites, resources for improving one's work potential, and other pre-employment information (job general skill development). Also included are planned observations (field trips) of the world of work outside the school setting.

19.05 02 00 00 Exploratory Work Experience--Planned exposure to work on a paid or nonpaid basis for special needs pupils under the supervision and control of school authorities. These experiences may be within the school environs, sheltered work settings, or in the competitive job market. School academic credit may or may not be given for these school-organized and supervised experiences.

19.05 03 00 00 Specialized (Modified) Vocational Preparation--Experiences and subject matter organized to develop skills that will result directly in employment upon termination of the school enrollment. Examples of this are course work in small appliance repair, IBM keypunch operation, stenography, or offset printing skills--includes Special Education work study. (Specify vocations.)

19.05 04 00 00 Vocationally Oriented Services for Special Needs Learners Which are Clearly Supportive to the Regular Vocational Education Program--Include in this category any activities or subject matter organized and provided to develop skills or learnings which will contribute directly to success in vocational courses/classes designed for persons without special needs. Program content should be based upon what vocational educators indicate is basic to increase success in their vocational classes or laboratories.

19.05 05 00 00 Work Evaluation--Experiences designed to formally determine the occupational interest and/or aptitude of special needs pupils so that they can be placed in an appropriate vocational preparation program or a suitable job. Include here programs that include formal evaluation activities or situational assessment activities.

19.05 99 00 00 OTHER DIFFERENTIALIZED CURRICULUM FOR SPECIAL NEEDS LEARNERS

Include here other vocationally oriented subject matter and learning experiences emphasized in curriculum exceptions for special needs pupils which are not listed or classifiable in one of the above major categories. (Specify.)

EXPANSION OF CETA SERVICES TO HANDICAPPED

There have been significant developments regarding the inclusion of handicapped individuals in the new Comprehensive Employment and Training Act Amendments of 1978 (P.L. 95-524). These include a policy clarification in the Comment Section of the Final Regulations published in the Federal Register, Tuesday, April 3, 1979. This policy statement expands the definition of "economically disadvantaged" to include handicapped persons whose handicaps present "substantial barriers to employment."

The clarification reads:

> Definition of Economically Disadvantaged
>
> The proposed regulations in s675.4 defined as economically disadvantaged a handicapped individual with a family income of 100 percent or less of the lower living standard income level. Many comments were received from a number of different

> groups contending that handicapped individuals should be considered economically disadvantaged without regard to their financial status.
>
> The Department agrees with the commentors. As with clients of sheltered workshops and persons confined to institutions or receiving community care, handicapped individuals shall not be required to meet an income level to be considered economically disadvantaged, provided their handicaps present substantial barriers to employment. (P.19991)

This now means that when the term "economically disadvantaged" appears in the Regulations, it also includes the handicapped.

Also in the final Regulations, Federal Register, P. 19990, there is a statement certifying that eligibility criteria will be consolidated for Title II, IV, VI, and VII of the Act. This statement has significance in that handicapped individuals can now be considered eligible for participation in these CETA programs regardless of income status. These programs include Title II - Comprehensive Employmemt and Training Services; Title IV - Youth Programs; Title VI - Countercyclical Public Service Employment Programs; and Title VII - Private Sector Opportunities for the Economically Disadvantaged.

Another significant change requires that prime sponsor planning councils have "representatives of handicapped individuals" (s676.7). In addition, the State Employment and Training Council must also have representation from "organizations representative of handicapped individuals" (s677.36). Because of this change, CETA program administrators and prime sponsors are expected to actively recruit handicapped individuals for these representative roles.

A final change which will affect prime sponsors and program writers is the requirement that program narratives include "a description of arrangements to ensure that employment and training services are provided to those individuals most in need, including low income persons, handicapped individuals...facing artificial barriers to employment..." (s676.10-4(c)).

These changes in the final Regulations now make available expanded employment and training opportunities to handicapped individuals. Efforts should be exerted to insure these opportunities also become accessible.

The following references may be helpful in further studying the 1978 CETA Amendments:

1. Proposed Regulations - CETA Youth Programs	-	Federal Register March 9, 1979 Page 13188
2. Final Regulations - Titles I, II, VI, VII	-	Federal Register April 3, 1979 Page 19990
3. A list of all prime sponsors for each State	-	Federal Register April 3, 1979 Page 19888
4. The Comprehensive Employment and Training Act, Amendments of 1978 (P.L. 94-524)	-	Contact your Congressional Representative

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The Office of Civil Rights (OCR) Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs were published in the Federal Register, March 21, 1979, Page 17162.

3.12 THE COUNSELING AND GUIDANCE PROGRAM

GOALS AND PHILOSOPHY

The Report of State Superintendent's Task Force on Counseling and Guidance Services describes guidance and counseling services.

> School guidance and counseling programs help all pupils to answer the questions, 'Who am I?' 'Who can I become as a person?' and 'How can I best contribute to society?' Guidance and counseling services exist to improve the learning climate by involving pupils, staff, parents, and others who influence the learning and development of pupils.
>
> The unique contributions of school counselors are that they help all pupils develop more adequate and realistic concepts of themselves through individual and group contacts over a period of time. They help pupils become aware of educational and vocational opportunities. They help pupils to integrate their knowledge of self and opportunities in making informed decisions.
>
> A guidance and counseling program provides direct service to pupils, staff, and community in order to facilitate achievement of the following goals:
>
> 1. Assist pupils in developing a better understanding and acceptance of themselves, their strengths and limitations, aptitudes, needs, values, interests, and worth as unique individuals.
> 2. Assist pupils in developing interpersonal relationships on the basis of mutual support.
> 3. Assist pupils in developing problem-solving and decision-making skills.
> 4. Assist pupils in accepting increased responsibility for their educational and vocational development.

Each one of the four goals of counseling and guidance services cited above is shared by vocational educators to a greater or lesser extent. Typically, counselors will assume leadership for achieving the goals, but vocational educators must be aware that they share the responsibility.

Wisconsin statutes mandate that every school district shall make available counseling and guidance services. The administrative rules further say that every "...district shall have on file written evidence that its guidance and counseling program is systematically planned and directed by DPI certified guidance and counseling personnel. The implications for vocational education of this mandate are two-fold. First, every vocational educator has a guidance counselor to work with in achieving the four goals outlined above. The required written plan for guidance and counseling which includes long and short-range goals and objectives is similar in design to the Local Long-Range Plan for Vocational Education. The plan for guidance and counseling services which every district must have can be directly related to the Vocational Education Local Long-Range Plan. If the two plans reinforce one another, each will more effectively achieve its goals. This highlights the importance of including counseling and guidance personnel in the writing of the Long-Range Plan.

The goals of guidance and counseling are derived from the Wisconsin Career Guidance Model. If vocational educators familiarize themselves with the Career Guidance Model, they will better understand the roles they can play in student career development.

WISCONSIN CAREER GUIDANCE MODEL

Individuals receive career-related information from a variety of sources. The information may come from daily contacts with family and friends or from scattered inputs from persons and media. Individuals selectively respond to the information based on past experiences and their unique abilities to take in and utilize information.

Unless a systematic program is planned, critical elements of the career development process may be ignored. The objectives to be achieved through the model are grouped into five phases that progressively build upon each other.

I. AWARENESS OF SELF AND SOCIETY

Self-awareness begins prior to language development. The knowledge gained in this first phase underlies the remaining phases. If these objectives are not achieved, they will have to be developed in later life situations.

II. AWARENESS OF SELF-IN-SOCIETY

These objectives stress relating what is known about and self and society to career planning.

III. INDIVIDUAL SELECTION ORIENTATION AND VALUING

During this phase, worth is ascribed to particular aspects of self and society. Personal and social values are developed.

IV. ACTION AND BEHAVIOR

The objectives of this phase represent the integration of self-awareness and social awareness in career planning. Choosing a plan for implementing one's career goals is a value judgment made after considering the range of alternatives and the likelihood of achieving the various alternatives.

This phase involves carrying out of the learning and planning which has taken place in the first four phases.

An individual may have to repeat any phase more than once as personal, economic, and social conditions change. While the objectives are considered essential in order to implement a future career plan, the objectives also relate to current behavior. Being an effective student, family member, and peer member is also dependent upon the achievement of these objectives. All educators can use the model to evaluate the effectiveness of existing education practices, better organize existing practices, and identify additional needs.

CAREER EDUCATION AND VOCATIONAL EDUCATION

While different, career education and vocational education are compatible, complementary, and supportive of each other.

In practice, the following distinctions may be noted:

1. Career education is an educational strategy, not a discrete discipline or course.	1. Vocational education is provided through distinct disciplines such as agriculture, business education distributive education, health occupations, home economics, and industrial education. (These, in turn, are broken into more specific courses.)
2. Career education strategies can be infused into the educational process by all teachers.	2. Vocational education is taught by certified vocational educators.
3. Career education strategies can be used to enhance the teaching/learning process at all age levels, pre-school through adult, and in all disciplines.	3. The focus of K-12 vocational education is at the high school level, with pre-vocational exploratory programs at at the middle school or junior high school level.
4. Career education strategies stress the development of self-understanding and positive attitudes toward self; and the development of an understanding of the world of work and positive attitudes toward work.	4. Vocational education (as in other subject areas) can infuse these same understandings and attitudes in its programs, but it is primarily concerned with subject content and skill development.
5. Career education facilitates exploration of occupations related to all subject areas and provides unpaid work experiences as one means of exploration.	5. Vocational education (as in other subject areas) can facilitate exploration of occupations related primarily to its disciplines, and provides paid cooperative education experiences as a means of gaining work experience.
6. Career education facilitates career decisions and career planning in relation to the full range of opportunities available.	6. Vocational education (as in other subject areas) can facilitate career decisions and career planning related to its various disciplines.
7. Career education motivates individuals to prepare for employment, further education, and constructive use of leisure time, drawing upon all educational experiences.	7. Vocational education (as in other subject areas) can motivate individuals to prepare for employment, further education, and constructive use of leisure time within its various disciplines.
8. Career education includes placement and follow-up services for all students.	8. Vocational education is also concerned with placement and follow-up of students going through its specific programs.
9. Career education focuses on the development of "skills and attitudes necessary for changing with change in our occupational society, including: (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; (c) good work habits, and (d) a personally meaningful set of work values."*	9. Vocational education primarily "represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society,"* according to Hoyt. Wisconsin also includes promotability, advancement, continuing education, and entrepreneurship.

*From page 7 of "A Primer for Career Education" by Kenneth Hoyt, Director of the Office of Career Education within USOE, 1977.

From the foregoing comparisons, one might conclude that vocational education, along with its goal of skill development, has always been concerned with the goals of career education within its various disciplines. Our best vocational educators always have. However, too many teachers, including vocational education teachers, have been primarily concerned with their subject content rather than with the career development of their individual students. Hopefully, career education will help all educators become more student oriented and encourage them to individualize their instruction as much as possible to meet the needs and aspirations of their individual students.

Vocational education is essential to career education. No school district can claim to have a comprehensive career education program without having a comprehensive vocational education program as part of its effort to prepare youth for eventual employment. On the other hand, career education strategies, when infused with the entire K-12 curriculum, provide an excellent foundation for informed decisions concerning tentative career goals and the selection of related high school courses, including vocational education.

LETTER

3.13 POLICY STATEMENT ON COOPERATIVE EDUCATION

TO: School District Administrators
High School Principals
Local Vocational Education Coordinators

SUBJECT: COOPERATIVE EDUCATION AND WORK EXPERIENCE PROGRAMS

Many high school students are being released on a part-time basis to be employed in local communities. Some students are placed in work experience programs of a general nature; others are placed in cooperative education programs that provide structured work experience and include individualized instruction relating to the career objectives of the student.

The Wisconsin Administrative Code (Ind. 70) prohibits hazardous occupations for workers under eighteen years of age. However, students sixteen and seventeen years of age may be placed in some restricted occupations if they are enrolled in a DPI-approve cooperative education program. THE WAIVER OF WORK RULES DOES NOT APPLY TO WORK EXPERIENCE PROGRAMS OR TO STUDENT PROGRAMS, HOWEVER.

According to the code, schools must comply with regulations for cooperative education as developed by the Department of Public Instruction or the employers will be held liable in the trouble and triple indemnity clause regarding accidents of minor employees who work in restricted employment situations. Some of the basic rules are:

1. The students must be supervised on the job by a qualified coordinating teacher who has ample release time for supervising duties.
2. A minimum of fifteen hours of safety instruction must be taught as part of the related instruction.
3. The coordinating teacher must have completed a course in methods of cooperative education.
4. A written training agreement including student name, job duties, and employer's name must be on file at the school for each student employed through a cooperative education program.

School districts which plan to develop any type of work-related program that involves hazardous or restricted occupations or have questions related to them should contact the Equal Rights Division of the Department of Industry, Labor and Human Relations.

Another important area of related concern involves state and federal wage laws. Minimum wage must be paid to all student workers unless subminimum wage agreements are entered into with the appropriate officials. Both federal and state regulations should be checked since they are different. Questions relating to minimum wages should be addressed to the Department of Industry, Labor and Human Relations or the U.S. Department of Labor.

It is our opinion that work-related experiences, if they are to be provided as part of students' education program, should be carefully planned and designed to complement in-school courses. Merely releasing students to work on any kind of job, without proper control and supervision by qualified school personnel, appears to be undesirable.

Dr. Catherine Stehly
Assistant Superintendent
Division of Instructional Services

Ruel F. Falk
Director
Bureau for Vocational and Career Education
Wisconsin Department of Public Instruction

3.14 COOPERATIVE EDUCATION PROGRAM

All cooperative vocational education programs with the objective of entry-level occupations and/or advanced training program must meet the following standards:

I. STUDENTS MUST BE EMPLOYABLE. Students are tested, counseled and selected for the program and placed with employers for on-the-job training in accordance with their abilities, aptitudes, attitudes, and career objectives.

II. PROGRAMS MUST BE INTENSIVE TO THE EXTENT THAT ALL OF THE OCCUPATIONAL COMPETENCIES ARE PRODUCED FOR ENTRY-LEVEL JOBS AS WELL AS PROMOTABILITY.

A. Students will be in a related class(es) which provide the following:

1. Instruction generally related to the world of work which includes development of attitudes, work values, human relations and career development.
2. Instruction including the knowledges and skills directly related to the occupation(s) toward which he and the class is directed.
3. There shall be a related class for co-op students only.
4. The class must meet the same number of minutes as any other class receiving equal credit. It is recommended this be a one-credit course. If classes meet every day, the related class will meet every day. If under a modular scheduling plan, the class may meet three days per week or every other day depending on the scheduling pattern used. Summer cooperative programs may vary with approval of the consultant.

B. Students in the related classes are assigned to organized, on-the-job training for which they receive school credit. Classes alternate with on-the-job training on a daily, weekly, or other similar basis.

C. A vocational student group should be one of the instructional methods used.

D. There will be an individual written training plan which assures each student-trainee a variety of meaningful learning experiences on the job and a complete cycle of the work week and the seasons necessary to gain a full understanding of the occupation(s) and the business or industry involved.

E. There will be a written agreement between the school, employer, parent, and student-trainee to assure an understanding of the program and its objectives by all parties involved.

F. The student-trainee works enough hours per week in order to experience the complete cycle of the work week. He works the number of weeks it takes to learn the occupation(s) and to gain an understanding of the complete activities of business or industry. An average of fifteen hours per week is considered minimum.

G. The student's health and study time is protected. A five-day week of class time and on-the-job training does not exceed forty hours, or a six-day week of class time and on-the-job training does not exceed forty-eight hours.

H. The program produces occupational competencies for the stated occupations toward which the program is aimed.

I. Enrollment in a cooperative education class is limited by the need to provide provide individual instruction, counseling, and the number of training stations available.

J. The program, in school and on the job, is under the supervision of a coordinating teacher trained in coordination techniques and licensed to teach in the occupation(s) toward which the program is aimed.

K. The coordinating teacher is assigned sufficient time (one-half to one hour per week per student for the duration of the program) to supervise, counsel, and coordinate the co-op students in all facets of the program. In addition, coordinating teachers need time in the summer for setting up training stations, counseling students, making home visits, preparing individualized instruction, attending state-called conferences, and other necessary

coordination activities. A summer contract of four weeks is recommended; however, a minimum of two weeks is required for all disciplines except agriculture which requires a twelve-month contract.

L. Federal, state, and local employment laws and rules must be adhered to.

M. Students shall receive related safety education as it relates to their jobs.

N. Student-trainees may not replace regular workers.

O. General education subjects are related to and are integral parts of the vocational cooperative programs. Evaluation: Along with further crystallization of career objectives, the program is primarily justified on the basis of the number of students who successfully enter full-time employment in the occupational area for which they were prepared or enter an advanced educational program in that occupational area of less than a baccalaureate degree. In addition, there will be an annual joint evaluation by the local school and the DPI.

P. Sponsor development should be implemented in the program of training.

STUDENTS WITH SPECIAL NEEDS

Programs directed at students who cannot be successful in the above cooperative education programs would include the following standards:

I. Extensive counseling and other pupil personnel services are provided.

II. Additional unique methods are used to develop self-concept and motivation such as role models, field interviews, etc.

III. Provide an additional period of related Occupational Preparation Program(s) instruction.

IV. A special sponsor development program is provided for on-the-job training sponsor.

V. Exceptions to Occupational Preparation Program(s) standards may be made for experimental programs by prior approval of state superintendent.

3.15 SIMULATED LABORATORY STANDARDS

Vocational education demands that the most realistic job training possible be made available to enrolled students. Cooperative education, in which students are placed on jobs for a sustained period of time under an agreement assuring a variety of job experiences related to coordinated classroom instructional programs, has been recognized as an ideal training situation.

Since Cooperative Education per se cannot always be made available to all students in all occupational areas, vocational education today reaches out for other kinds of realistic experiences which can be provided for enrolled students. These participating or simulated activities may occur entirely within the classroom or school, or they may take the student out into the business and industrial community for brief periods of time. These may be organized as part of a project method program. In any event, these activities permit the enrolled student to have an experience in an occupational area beyond that which is typically offered in the classroom or laboratory phase of vocational education.

Vocational education programs of instruction must provide for students either Cooperative Education or Participating "Simulated" Experiences. The development of the latter requires a high degree of ingenuity and initiative on the part of the local teacher, for many of these experiences will have to be "tailor made" to the particular community and job involved; the development of such experiences is one of the real challenges of vocational education today.

Examples:

1. Nine weeks of on-the-job experience one or two hours per day.
2. One or two days each semester working with or observing an employee in the performance of his job--a full day on the job.
3. Formation and operation of a business service function in the local school (e.g., school store, process orders for student organizations, etc.).
4. Promotion of a school function (make displays, write ads, sell tickets, etc.).

For a comparison of alternative training experiences, see DE section for Project Standards.

3.16 GENERAL STATEMENTS RELATING TO EMPLOYMENT OF STUDENTS

1. Every employer who employs or permits a minor under 18 years of age even if married or a high school graduate, to work at any gainful occupation must comply with the provisions of the Child Labor and Street Trades Laws of the Division of Labor Standards of the Wisconsin Department of Industry, Labor and Human Relations. When a federal regulation is in effect, the state regulation will apply when the state regulation has a higher or more stringent standard than the federal regulation.

2. No minor shall be employed or permitted to work at any employment dangerous or prejudicial to the life, health, safety, or welfare of such minor or where the employment of such minor may be dangerous or prejudicial to the life, health, safety, or welfare of other employees.

3. No minor shall be employed or permitted to work at any employment for such hours of the day or week, or such days of the week, or at such periods of the day as shall be dangerous or prejudicial to the life, health, safety, or welfare of such minor.

4. The school should not make decisions which rightly are the employer's to make not to assume responsibilities which, by law, are the employer's. (For example, it is the employer's responsibility to determine whether or not he is subject to various state and federal regulations relating to the employment of minors and students.)

5. School personnel should not guess on a regulation. When in doubt, one of the regulatory bodies should be consulted.

6. Liability for student-workers: The responsibilities here are not always clearly established. The laws of tort liability would seem to apply generally, and all parties concerned should exercise good judgment in helping to assure for the safety of students when traveling and when working. It is generally agreed that the school has responsibility for students when they are enroute to and from their place of employment. Student-workers are covered by all employment rules and regulations while they are on their employed premises. Many school administrators find it desirable to review general liability insurance policies to provide for coverage of student-workers.

3.15b HAZARDOUS OCCUPATIONS AND COOPERATIVE EDUCATION

The Wisconsin Department of Industry, Labor and Human Relations (DIHLR) Equal Rights Division published child labor exemptions--prohibited employments in August, 1973. They are as follows:

Ind 70.03 EXEMPTIONS. Prohibited employment restrictions shall not apply to minors 16 and 17 years of age who are apprentices, high school graduates, and student learners, when employed under the following conditions:

1. APPRENTICES. Minors indentured under the provisions of section 106.01, Wisconsin Statutes, shall not be subject to the law or rules concerning prohibited employment for minors insofar as such minors at the time of injury are performing service within the provisions of contracts of apprentice indenture approved by the Department of Industry, Labor and Human Relations.

2. HIGH SCHOOL GRADUATES. High school graduates shall not be subject to the law or rules concerning prohibited employment for minors. This rule does not exempt high school graduates from the work permit requirements.

3. STUDENT LEARNERS. Student learners shall not be subject to the law or rules concerning prohibited employments for minors insofar as such minors at the time of injury are performing service within a bona fide school-work training program sponsored by an accredited school and authorized and approved by the State Department of Public Instruction, or the Board of Vocational, Technical and Adult Education.

   (a) For the purpose of this order, a student learner is defined as a student of an accredited school who is employed on a part-time basis, under a bona fide written school-work training program agreement, to obtain both scholastic credit and employment training.

   (b) Each school-work training agreement shall contain the name of the student learner, be signed by the parent, employer and the school principal, shall be kept on file by both the school and the employer and must provide among other things:

      1. The work of the student learner in the occupations declared hazardous are incidental to his training, and shall be intermittent and only for short periods of time.

      2. That such work shall be under the direct and close supervision of a qualified and experienced person.

      3. That safety instructions will be given by the school and correlated by the employer with on-the-job training.

      4. A schedule of organized and progressive work processes to be performed on the job.

   (c) Child labor permits must be obtained for each student learner.

   (d) This exemption for the employment of student learners may be revoked by the Department in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

   (e) This exemption does not apply to work experience programs.

The following statement is taken from the United States Department of Labor Child Bulletin #101. Although this definition refers to schools, it can be interpreted to include other organizations that place minors in hazardous occupations.

> In the event a student learner graduates from high school before he becomes 18 years old, the agreement may continue until he reaches 18 provided the coordinator makes periodic visits to the place of employment to be sure practices are observed, and gives the minor safety-related and technical education. If under 18, students must obtain a child labor-work permit.

Before any school or agency places 16 or 17 year olds in any hazardous occupations, the person who is responsible for coordinating and supervising the program must have completed a course in methods of organizing and operating cooperative education programs. No program will be approved until this requirement is fulfilled.

A minimum of fifteen hours of safety instruction relating to the occupations must be taught in conjunction with the related course work for the student learners.

Student learners are not exempt from all hazardous occupations.

Further information concerning rules and regulations pertaining to wages and work regulations may be obtained by writing to:

Department of Industry, Labor and Human Relations
Equal Rights Division, Room 178
Box 7946
Madison, I 53703
Phone: (608)266-0028

Copies of the Guide to Child Labor Provisions that pertain to the federal laws can be obtained by writing to:

United States Department of Labor
Wage and Hour Division
114 Lincoln Building
303 Price Place
Madison, WI 53705
Phone: (608)252-5221

Further information concerning rules and regulations pertaining to wages and work regulations may be obtained by writing to:

Department of Industry, Labor and Human Relations
Equal Rights Division
Box 7946
Madison, WI 53703

or by calling:

LeAnna Ware
(same address as above)
(608)266-0028

The following list of publications can be obtained by writing to:

United States Department of Labor
Wage and Hour Division
114 Lincoln Building
303 Price Place
Madison, WI 53705

"Handy Reference Guide to the Fair Labor Standards Act," WH Publication 1282, Issued December, 1977

"Employment of Learners," Title 29, Part 522

"Employment of Apprentices," Title 29, Part 521

"Employment of Full-Time Students at Subminimum Wages," Title 29, Part 519

The chart, "Comparison of State and Federal Minimum Wage Requirements for Vocational Programs," is contained in this section.

HAZARDOUS OCCUPATIONS IDENTIFIED AND DEFINED

State Regulations	Department of Public Instruction Policy
1. MINORS UNDER 18 YEARS OF AGE	
(a) Amusement parks, street carnivals and traveling shows: in the operation, erection or dismantling of any rides or machinery and loading or unloading of passengers.	Not permitted for co-op programs
(b) Boats and vessels (commercial use)	Permitted
(c) Construction and building operations:	
1. Electric wiring on the outside erection and repair of electric wiring, including telegraph and telephone wiring.	Permitted on inside of structures under the supervision and instruction of a licensed electrician or qualifed communications employee on residential wiring.
2. Ditches, trenches, tunnels, and caissons (Minors 16 and 17 years of age may be employed in ditches and trenches not exceeding four feet in depth at any point.)	Permitted in basement excavations for residential structures.
3. Roofing	Permitted
4. Tower erection (including TV outside antennas)	Permitted on residential structure not over two stories high.
5. Well drilling (oil, gas, water)	Not permitted
6. Other construction operations including wrecking and demolition (Except that minors 16 and 17 years of age may be employed on ground level work not near power-driven equipment.)	Other construction includes carpentry, masonry, plumbing, etc. This is permitted. Wrecking and demolition are not permitted.
(d) Dusts, fumes, vapors, gases and radioactive substances; any occupation where dusts, fumes, vapors, gases and radioactive substances are found in injurious quantities:	Number 1-11 are permitted if the industry has been inspected by the DILHR personnel and that safe working conditions exist and proper protective equipment is provided.
1. Arsenic, selenium or their salts.	
2. Beryllium and its salts (all process)	
3. Chromium and cadmium (electroplating, brazing, welding)	
4. Fertilizer manufacturing	
5. Free silica (such as foundries, grate works, quarries and sand blasting.)	
6. Insecticides - including all manufacturing, spraying and dusting operations.	

	7. Lead-processing and smelting battery manufacturing or reclaiming and paint manufacturing and spraying operations.	
	8. Ionizing or radiation exposure.	
	9. Manganese (dry cell battery manufacturing.)	
	10. Mercury--all occupations using mercury.	
	11. Toxic and flammable liquids or gases; the manufacturing or handling of toxic and flammable liquids or gases, strong acids and alkalies (all operations). Does not include retail gasoline or service stations and garages.	
(e)	Elevators--in running or management of any elevators, lifts or hoisting machines.	Federal laws permit work on auto-type hoists. Federal laws will not permit operation of industrial hoists. Permitted on engine hoists and mechanical lifts not to exceed five-ton capacity.
(f)	Explosives--manufacturing, storage or handling.	(f,g) Not permitted
(g)	Ice harvesting.	
(h)	Life guards--except that minors 16 and 17 years of age may be employed as life guards and swimming instructor aides where constant adult supervision is provided and where Red Cross certifcates have been issued.	Permitted
(i)	Liquors--employment in any establishment in which strong, spirituous or malt liquors are manufactured, bottled, stored, sold or given away; provided that this restriction shall not apply to employment in brewery offices and stores which sell predominantly other merchandise and in which liquor is sold only in sealed packages for consumption off the premises. Minors 16 and 17 years of age may be employed in hotels, motels, summer resorts, clubhouses, bowling alleys, including duck pin alleys located in taverns and restaurants which serve liquor, on condition that the minors are not handling or serving the liquor, and in the stores and wholesale warehouses in which liquor is sold only in sealed packages for consumption off the premises provided such minors do not engage in the retail sale of fermented malt beverages or intoxicating liquors and is under the supervision of the licensee or a licensed operator. (Also see Section 66.054 Wisconsin Stats.)	Permitted

(j)	Mines, Quarries, sand and gravel pits; any occupation in or about, except for employment in office or weight stations.	Not permitted
(k)	Motor vehicles over one ton capacity; driver	Permitted on employers permises.
	1. Power-driven machinery (portable or stationary); oiling, cleaning or maintaining any power-driven machinery either while in motion or at rest.	Permitted while machinery is at rest and source of energy is restricted and if proper procedures are taught in related safety instruction--inquire about questionable applications.
(m)	Power-driven machinery (heavy) in the operation of or assisting in the operation of the following machines:	
	1. Industrial (forklifts) trucks	Not permitted
	2. Logging or lumbering (All operations except pulp peeling, not immediately adjacent to tree felling or log loading operations may be done by 16 and 17 year old minors.)	Not permitted
	3. Meat grinders	Permitted if properly guarded.
	4. Milling machines	Permitted
	5. Punch presses, press brakes and shear (All operations--including punching, shearing, drawing, forming and bending.)	Permitted (power-driven punch press, not permitted.)
	6. Sawmill, lath mill, single mill or cooperage stock manufacturing	Not permitted
	7. Woodworking machinery--circular saws, radial saws and jounters	Operation of woodworking shapers will not be permitted.
(n)	Railroads, street railways and interurban railroads, switchtending or gatetending, as brakemen, fireman, engineer, motormen, conductor, telegraph operator.	Not permitted
(o)	Strikes and lockouts; any establishment where such are in active progress.	Students will not be allowed to take an active part in picketing or cross picket lines.
(p)	Welding, heavy tanks, and vessels	Not permitted on vessels that contain flammable or toxic liquids.
(q)	Window washing; where work is above the first floor and involves climbing ladders and using safety belts.	Not permitted

3.15c LEGAL ASPECTS OF NONPAID PARTICIPATING EXPERIENCES

Participating experiences in occupations not prohibited which are performed by students during regular school hours while participating in a DPI-approved high school vocational program are not regarded as gainful occupations where no employer-employee relationship exists. These experiences are covered under the same regulations that apply to volunteer jobs. (See Wisconsin Administrative Code, Ind. 70, Section 70.08) According to Wisconsin laws, students may engage in these participating experiences under the following conditions:

1. The hours of service are performed as specified in a training agreement.
2. Minors may not serve at any job prohibited by statute or orders of DILHR.
3. The program provides a true learning experience and is based on a bona fide curriculum.
4. Proper scholastic credit is given.

When students are involved in participating or volunteer experiences in businesses that fall under the Fair Labor Standards Act (i.e., pay federal minimum wage), some additional criteria must be met. The most significant criteria under the federal law is that the volunteer relationship must last no longer than thirteen weeks.

If all of the following criteria apply, the trainees or students are not employees within the meaning of the Fair Labor Standards Act:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
2. The training is for the benefit of the trainees or students.
3. The trainees or students do not displace regular employees, but work under their close observation.
4. The employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded.
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.
7. The volunteer relationship lasts no more than thirteen weeks.

In a cooperative training program, accidents on the job are covered by Worker's Compensation. When students are observing or participating in the work of a business without pay, they are not covered by Worker's Compensation. There is no clear-cut answer to who is liable for student injuries in a nonpaid situation. Each case is decided on its own merits. The measure that is used to determine if the school is liable is the principle of "due care." The court would ask, whether or not the school used "due care" in setting up this experience. If a written training agreement has been signed by a responsible participating employer, the student, parents, and the teacher-coordinator and if a reasonable transportation arrangement has been agreed upon by all parties, the school has probably used "due care." Although the school might be liable for medical bills, it is doubtful that it would be sued for negligence. Student insurance may also cover such injuries.

On the other hand, if the accident occurred because of gross negligence on the part of the employer, that the school could not have foreseen, the business might be liable for expenses and might be sued for damages.

In the case of all programs where students leave school to go to work or to volunteer or for a career exploration activity, written agreements outlining the terms of the experience should be signed by employers, parents, students, and teachers. Since injuries incurred by students going to and from a business site are also settled on the basis of the "due care" principle, it is desirable that the transportation arrangements be included on the written agreement, particularly for students who do not dirve.

The insurance carried by the school should be checked to be certain that work or participating experiences outside of school are covered.

3.15d JOB PLACEMENT

Job Placement is an integral part of, and an essential outcome for, a student participating in a vocational education program. A comprehensive vocational education program must be concerned not only with providing a student with the necessary basic skills for entry into a cluster of occupations, but also with: the career informational and exploratory experiences on which an informed selection of occupation may be based; job-seeking skills; and the attitudes and skills necessary for obtaining and retaining employment.

The job placement process spans out only elementary and secondary school experiences, but continues throughout life in a process of reevaluation of employment, retraining, and reemployment. The basic process which begins when the child first enters school centers around a career education program. As the child matures, the process of selecting a career begins, and the training for that career must be undertaken. At the same time, the training for the job search begins. This time may vary considerably from individual to individual since many young people will enter the labor force at 14 years of age, or even younger while others may wait until they complete schooling either in secondary or post-secondary schools. However, by the time high school is completed, all students should be familiar with the job-seeking and placement processes and the resources available to assist them in securing employment.

In Wisconsin, it is recommended that the job placement programs of high schools be the joint responsibility of the school and Job Service, Wisconsin Division of the Department of Labor, Industry and Human Relations. Placement programs are operated by a team consisting of, at a minimum, an LVEC, a school counselor, and a Job Service Specialist. The school and Job Service will need to enter into an agreement that will delineate the responsibilities of each team member and agency as a means of most effectively utilizing the resources of each and of reducing future disputes over "turf."

Each team is required to establish an advisory committee consisting of, at a minimum, a representative of management of both the school and Job Service, an employer, an employee, a student, a parent, a community leader, and a member of the team who will serve in an ex officio capacity. The advisory committee will be responsible for providing job market information, assisting in locating possible job opportunities, publicity for the program, and advising on the instructional content of the program.

A job placement program is not required by the Department of Public Instruction for vocational programs. However, such a program is highly recommended as a logical companion to vocational education.

VEA funding may be available for Placement Projects. Contact Paul Speight, Consultant, Special Projects, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. Phone: (608)266-3393.

3.15e STATE AND FEDERAL LABOR REGULATIONS

Teacher-coordinators are frequently confused by having to deal with two sets of labor laws--state and federal. The two sets of laws have different provisions for wages, hours, and terms of employment. A rule of thumb to use in determining which law applies to this: all businesses in Wisconsin fall under state labor laws. Some businesses additionally fall under federal labor laws as well. Those that fall under the Fair Labor Standards Act (pay federal minimum wage) tend to be larger chains or businesses that are involved in interstate commerce or that gross $275,000 annually.

When a business falls under both state and federal labor laws, the more stringent law is applied.

When students are placed in small businesses that do not fall under federal labor laws, the state laws will apply. It does not matter in those instances whether federal wage and hour laws are more stringent or not because the businesses are not covered by federal labor laws.

WHO MUST PAY FEDERAL MINIMUM WAGE?

Employers usually must pay federal minimum wage if their businesses are covered by the Fair Labor Standards Act. All enterprises engaged in producing, selling, handling goods for interstate commerce are covered by the Act. Other covered enterprises are:

1. Laundering or cleaning of cloth or fabrics,
2. Construction, and
3. Establishments whose annual gross volume of sales or business is $275,000 or more.

$325,000 -- July 1, 1980
$362,000 -- January 1, 1982

Schools, community hospitals, fire and police services, sanitation and public health, parks and recreation and any other municipal activities are not subject to the minimum wage provisions of the Fair Labor Standards Act. (These activities are subject to the child labor and equal pay provisions of the Act.) Employees involved in these government activities may be paid state minimum wage.

All employers know whether or not they fall under federal minimum wage. For additional information, refer to Handy Reference to the Fair Labor Standards Act, WH Publication 1282, U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, 114 Lincoln Building, 303 Price Place, Madison, WI 53705. Telephone: (608)252-5221.

JOB PLACEMENT PROCESS

	EDUCATIONAL SYSTEM	CLIENT STATUS	JOB PLACEMENT SERVICES	
SECONDARY SCHOOL	1. CAREER DEVELOPMENT PROCESS	STUDENT		1.
	2. CAREER SELECTION			2.
	3. PREPARATION FOR JOB SEARCH		PREPARATION FOR JOB SEARCH	3.
	4. COORDINATION OF JOB SEARCH		COORDINATION OF JOB SEARCH	4.
	5. INITIAL JOB PLACEMENT	EMPLOYEE	INITIAL JOB PLACEMENT	5.
	6. FOLLOW-UP		FOLLOW-UP	6.
POST SECONDARY VOCATIONAL SCHOOL	7. JOB EVALUATION	CAREER RE-EVALUATION	JOB EVALUATION	7.
	8. UPGRADING OR RETRAINING			
	9.	JOB CHANGE	JOB CHANGE	9.

3.15f MINIMUM WAGE

Cooperative education coordinators are frequently asked, "Why should cooperative education students be paid a minimum wage?" In addition to understanding both the federal and state minimum wage structures, the coordinator should be familiar with these basic reasons for why co-op students should receive minimum wage:

Unionization mandates that all employees be paid a comparable wage for comparable work.

Employee-employee relations may be less than harmonious and cooperative if employees are not receiving a comparable wage for comparable work.

Minimum employability skills are a prerequisite requirement for placement at most cooperative training stations. The student, even though a learner, usually is a productive employee. Therefore, the student should be paid the minimum wage.

Emotional stress may be a factor to consider. When a student starts a new job, he or she may feel inferior to other employees. If the employer does not pay the student a minimum wage and all other employees entering a similar job receive the minimum wage, it may create a situation where that student will have feelings of inferiority. This may negatively affect the student's job performance. A cooperative student is to be treated as an equal to other employees and is not to be given any special privileges while at the work site. Nor should the student have fewer privileges than are granted to a regular employee. Paying a cooperative student a minimum wage may eliminate many unnecessary problems.

If an employer is resistant to paying an employee the minimum wage, he or she may complete an application for a subminimum wage license. This does take time and it may not be cost-effective for an employer to apply. The Wisconsin Subminimum Wage License will be granted only for a period of time designated by DILHR. Federal subminimum wage licenses apply only to the first twenty hours of work each week.

Applications for Wisconsin Subminimum Wage Licenses can be obtained from Department of Industry, Labor, and Human Relations, Equal Rights Division, Room 178, Box 7946, Madison, WI 53703. Phone: (608)266-0028.

Applications for Federal Subminimum Wage Licenses may be obtained from the United States Department of Labor, Wage, and Hour Division, 114 Lincoln Building, 303 Price Place, Madison, WI 53705. Phone: (608)252-5221.

3.15g HIGH SCHOOL WORK EXPERIENCE STUDENTS NOT ELIGIBLE FOR UNEMPLOYMENT INSURANCE BENEFITS

Cooperative training programs do not ordinarily provide eligibility for unemployment insurance benefits. Besides cooperative programs, WECEP and other vocational work-experience programs approved by the Bureau for Vocational and Career Education for funding assistance from the federal Vocational Education Act.

Legal authority for this exclusion is Wisconsin Stats., 108.02 (5) (j) (1). The pertinent text is:

> "Employment" . . does not include service:
>
> 1. By an individual under the age of 22 who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program and such institution has so certified to the employer..."

The training agreement negotiated between the student, parent, school and employer constitutes "certification" as specified in the last line of the citation. This agreement is a prime document, required by the Unemployment Compensation Unit of the Wisconsin Department of Industry, Labor, and Human Relations, in settling claims which might be filed by former co-op or work experience students.

Because the filing period for such claims is fifty-two weeks from termination of employment (even longer in some cases), it is important that training agreement records be kept for at least two years after program completion.

EMPLOYERS EXEMPT FROM UNEMPLOYMENT COMPENSATION PREMIUM REQUIREMENTS, FOR WORK EXPERIENCE STUDENTS

By this same citation, employers are not required to pay for unemployment insurance for co-op, WECEP or vocational work-experience students. While wages for work-experience students must be reported to the Unemployment Compensation offices at Madison, they are to be shown as an exclusion from the contribution requirement. The phrase "work study" should be entered on the report form to explain the exclusion.

Note that the Unemployment Insurance premium contribution is the only contribution from which these students are excluded.

This policy was developed jointly by the Department of Industry, Labor and Human Relations, and the Department of Public Instruction.

COMPARISON OF STATE AND FEDERAL MINIMUM WAGE REQUIREMENTS FOR VOCATIONAL PROGRAMS

August 1, 1978

FEDERAL MINIMUM WAGE	*FEDERAL SUBMINIMUM WAGE	STATE OF WISCONSIN MINIMUM WAGE FOR MINORS 17 & UNDER	STATE OF WISCONSIN STUDENT-LEARNER WAGE	STATE OF WISCONSIN WAGE FOR TIPPED EMPLOYEES AGES 17 & UNDER
This applies to those businesses that fall under the Fair Labor Standards Act and therefore must pay federal minimum wage.**	Learners, apprentices, and handicapped workers may, under certain circumstances, be paid less than the minimum wage, as well as fulltime students in retail or service establishments, agriculture, or institutions of higher education. Special certificates issued by the Wage and Hour Administrator must be obtained by employers wishing to use these provisions.	This applies to all businesses that do not fall under the Fair Labor Standards Act. Wages for agricultural occupations are 20¢ per hour less.	This applies only to those small businesses that do not have to pay federal minimum wage and who have applied to DILHR for a Sub-Minimum Wage Permit.	This is a set wage for minor employees who receive tips. This set wage plus tips must equal Wisconsin minimum wage for minors.
$2.65 per hour	Overall Terms	$2.20 per hour	$1.65 per hour	$1.50 per hour
$2.90 -- January 1, 1979	85% of Federal Minimum	$2.45 -- January 1, 1979	$1.84 -- January 1, 1979	$1.55 -- January 1, 1979
$3.10 -- January 1, 1980	only 6 student learners per employer	$2.65 -- January 1, 1980	$1.99 -- January 1, 1980	$1.60 -- January 1, 1980
$3.35 -- January 1, 1981	employer applies for sub-minimum wage license	$2.90 -- January 1, 1981	$2.18 -- January 1, 1981	$1.65 -- January 1, 1981
	cannot displace other workers			
	subminimum applies only to first 20 hours of work			
WECEP students must be paid the federal minimum wage where it applies. They cannot receive the federal sub-minimum wage for student-learners.				

*For further information write for: "Employment of Full-Time Students at Subminimum Wages" Title 29, part 519
United States Department of Labor, Employment Standards Administration, Wage and Hour Division, Washington, D.C. 20210

**Employers who are covered by the Fair Labor Standards Act may pay tipped employees less than federal minimum wage. Tips may be considered as part of the employees' wages. Tips can only make up 50 per cent of the applicable wage. This wage credit will drop to 45 per cent in 1979 and to 40 per cent in 1980. (A tipped employee is one who regularly receives more than $30 a month in tips.) For more information see Handy Reference to the Fair Labor Standards Act, WH Publication 1282.

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3.16 ADVISORY COMMITTEES

The advisory committee is a group of representative laypersons recognized and respected in their field. They are chosen to help vocational educators to build programs based on the needs of the community. In providing occupational training of students, one cannot expect to keep up to date on all current standards or requirements in the community. The advisory committee should be a sounding board for ideas, suggestions, advice on the operating procedures.

USES OF ADVISORY COMMITTEES

1. To help establish a communication link between school and community, and between co-op teachers and businesses, especially businesses providing training stations.
2. To update curriculum and equipment needs.
3. To help identify teaching materials useful in the classroom.
4. To identify resource people.
5. To help to identify prerequisites needed for success in various vocational programs.
6. To help in identifying the number of students needed for a particular field of work.
7. To help in the actual preparation of courses of study.
8. To help evaluate the program.
9. To help in conducting surveys.
10. To publicize the program.
11. To promote student organization activities.
12. To help in placement of graduates in a cooperative program.

Short-term or temporary advisory committees are sometimes referred to as "steering committees." A steering committee is a general committee formed in the initial stages of planning to give direction to the total vocational education program. It may be dissolved as advisory committees within program areas are formed. Both advisory and steering committee members should be appointed by the local administration, but may be recommended by the vocational staff.

DEVELOPMENT OF ADVISORY COMMITTEES

An advisory committee should be appointed as soon as a program is started within a subject area. Select key people to serve on the committee. The number of members on the committee will vary from program to program and it is generally recommended that you have from five to nine members. The committee should be composed of a cross section of business and industrial people in the community. Following are some pointers in developing advisory committees:

1. Select members who have a sincere interest and belief in the true objectives of the program.
2. Select members who are accepted as leaders in their field.
3. Someone representing school administration should be on your advisory committee.
4. Be sure to have people who are key decision makers in their companies on your advisory committee; personnel directors, department managers and others who come in direct contact with beginning workers are excellent people to have on your committee. (Alumni usually make good members.)
5. The LVEC should be an ex officio member of occupational advisory committees. The LVEC should not run the meeting.

6. The chairman of the committee should not be an employee of the school.

7. Students might serve on the committee, preferably as ex officio members.

8. Be sure that the invitation to serve on the advisory committee comes from your superintendent, principal or other administrator representing the school.

9. Make sure that the advisory committee members are fully informed of their functions and responsibilities at the first meeting.

10. An agenda should be prepared prior to each meeting and sent to members along with any other information needed in time for them to review before the meeting.

11. It should be made clear to the advisory committee members that they are advisors, that their recommendations do not automatically become policy for the school.

12. All recommendations and suggestions of the advisory committee should be made a matter of record and forwarded to school authorities.

13. Members should be kept fully informed as to the progress of their recommendations after they are forwarded to school authorities.

14. There should be a rotation system set up for advisory committee members so that you do not have all new members coming in one year and no change over the following year. For example: if you have nine members, set up a three-year rotation where you replace three members every year.

15. Advisory committees may serve more than one school and/or more than one program in small rural areas.

The advisory committee needs to be given the freedom and flexibility to advise on the program. Suggestions should be listened to and considered whenever possible. Otherwise the advisory committee members begin to realize that they are not being taken seriously and consider this assignment as a waste of their time.

Besides being an excellent resource for improving and maintaining vocational programs, advisory committees are required for all projects funded with Vocational Education Act monies. The State Board of Vocational, Technical and Adult Education provides technical assistance for the formation and effective use of local advisory committees.

3.17 ALTERNATIVE DELIVERY SYSTEMS

Since 1965, vocational education has rapidly expanded in high schools in Wisconsin where the schools and the tax base are large enough to support such programs. There are high schools, however, that do not provide vocational education for their students due to limited enrollments and the relatively high cost of offering the programs. Alternate delivery systems are needed to provide comprehensive vocational education to the sparsely populated areas. The following list of alternatives is intended to stimulate thinking about what options might be explored further.

Mobile Unit

A classroom on wheels is easily relocatable and is used for a period of time at several locations. It makes special vocational equipment and space available. Mobile unit programs are easily adapted and provide programs in the familiar setting of the students' home community.

Shared Programs

Through these programs vocational courses are offered cooperatively with other school districts. Students travel to other schools to take courses not offered at the home schools.

Vocational Education Centers

Centers utilize a centrally-located facility. Participating schools share the cost of the programs offered at the center. Problems in this approach revolve around the need to closely coordinate school calendars, class schedules, and transportation arrangements.

Contracting with Vocational Schools

An agreement is established with the local VTAE school to provide services such as instructors, slot-ins, class projects, facilities, equipment and other services.

Inter-disciplinary Programs

Courses are developed by merging one or more disciplines. An example might be the combination of business and industrial education courses into a free enterprise course.

Intra-disciplinary

Within a given discipline, course content is reorganized and integrated. In this approach, industrial education might integrate communication, materials and processing, and power and energy.

FINANCIAL ARRANGEMENTS FOR JOINT PROGRAMS

Although the LVEC is not expected to be thoroughly versed in the intricacies of establishing joint programs, it is essential that he or she have some notion of what these arrangements are and of what legal limitations are placed upon the program. This information should help vocational administrators know where to start looking when considering joint program alternatives.

There are two types of fiscal management systems for shared programs--the CESA Package plan which is the most common, and the 66.30 Agreement.

CESA PACKAGE PLAN

The plan requires the designation of one of the sharing schools as host. The host district employs staff, provides all equipment and facilities. CESA purchases the package from the host school and re-sells portions of the package to participating districts.

66.30 Agreement

The Agreement is administered by CESA, however, one of the participating districts is designated as the host. By contracting with CESA, the host can employ staff, provide equipment, and facilities, and manage the budget. The host school is responsible for selling portions of the program to participating schools.

With the passage in Wisconsin of AB-1123 in 1978, school districts are allowed to own property outside of their boundaries. This enables schools to jointly own buildings or other properties in which shared programs are operated.

Sample contracts for joint agreements can be found in Laws of Wisconsin Relating to Public Schools on pp. 556-559 and 556.

For assistance in evaluating or formulating joint agreements, contact Roland Rockwell, Director, Bureau for School Financial Services, Room 716, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI 53702 Phone: (608)266-2840.

3.18 ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY SCHOOLS

"Overlapping curriculum and facilities among secondary schools and colleges has led legislators in some states to demand that coordination be brought about or else!"

Report of Waukesha County Technical
Institute Articulation Committee

Without articulation, unnecessary competition arises between secondary and post-secondary educators that burdens students, confuses the public, and wastes tax dollars, facilities, and programs. Articulation refers to relationships between educational programs that provide smooth transitions for students moving from one to another. This movement of students between programs can be either horizontal or vertical. Horizontal articulation connotes relationship between programs or activities at a single educational competency level. Vertical articulation refers to relationships between institutions, programs, or activities that provide coordinated programs for students moving from one educational competency to the next.

Articulation between secondary and post-secondary programs can occur in different ways. Some common approaches are:

A) Curriculum articulation - the most important type of articulation and definitely the most difficult to establish. Curriculum articulation is a process by which secondary and post-secondary institutions develop curricula that allow students to proceed through an occupational program at a rate commensurate with their skills. Curricula for secondary and post-secondary programs should be organized to minimize duplication of courses for students as they move from one educational institution to the next.

B) Staff articulation - sharing of expertise by faculty at both secondary and post-secondary levels. This can take place through advisory committees, guest lectures, visitations, inservices.

C) Facilities articulation - joint use of equipment and classroom space to better utilize those resources.

D) Communication articulation - a recognized channel of communication between secondary and post-secondary faculty, students, administrators, and counselors. The secondary and post-secondary institutions are equally responsible for ensuring that information or materials flow in both directions.

E) Student articulation - students provide classroom presentations or small group counseling sessions to spread the word on post-secondary courses, programs, activities. Students will often observe classes before graduating from high school. This allows the secondary students an opportunity to observe, first hand, a post-secondary vocational program.

Articulation arrangements should be formal written statements between two or more institutions. The post-secondary institutions should take the initiative in developing these articulation arrangements. In the absence of articulation activities, the LVEC should initiate activities with post-secondary institutions. Some steps in implementing articulation efforts would be:

1) A district-wide articulation committee should be established to consider articulation problems on a district-wide basis. It should meet at least semi-annually and should coordinate efforts between and among programs within the district. This committee should consist of LVEC's, secondary and post-secondary faculty members, department heads, student services administrators and counselors.

2) Each program area should form its own articulation committee. Members would be the LVEC's, teachers, curriculum specialists from both secondary and post-secondary schools, and local business representatives. The committee would develop and revise agreements on the curricula offered by both secondary and post-secondary schools.

3) Where no articulation arrangements exist, articulation workshops should be held to establish written agreements. These workshops should be initiated jointly by LVEC's and VTAE school curriculum specialists.

4) Representatives of post-secondary institutions and secondary schools should meet on a regional and/or statewide basis to consider articulation problems at the local, regional, and state levels. This activity should be coordinated by the Wisconsin Board of Vocational, Technical and Adult Education articulation consultant in cooperation with the Bureau for Vocational and Career Education of the Department of Public Instruction.

BENEFITS OF ARTICULATION

Tangible and intangible benefits result from articulation efforts. Tangible results of articulation are that it has:

A) allowed vocational educators from both educational levels to communicate and share their ideas and aspirations for a specific program area.

B) permitted effective utilization of facilities and equipment on a district-wide basis.

C) aided in breaking down the barrier of elitism between certain vocational programs and/or schools.

D) proven effective in helping teachers to assess skills of students and award credit to those who have mastered competencies in occupational areas.

E) allowed for the active participation of local advisory committees in curriculum reorganization.

F) contributed to the efficient implementation of vocational education programs throughout the state.

G) been evidence to many of the public who are concerned about duplication between secondary and post-secondary vocational education programs that there are cooperative efforts between the two levels in Wisconsin.

When developing articulation programs, the LVEC should keep in mind that a plan for one school district may not fit the needs of another. Basic to any plan is the need to foster positive attitudes towards the idea of articulation. The LVEC can be instrumental in gaining this acceptance.

Like any creative enterprise, the articulation process is never finished. Agreements and procedures need review and revision. New personnel need orientation. Communications between sectors of the vocational delivery system, once established, must be kept open.

SAMPLE AGREEMENT

This agreement, made and entered into this _____ day of _____, 19 ___, by and between the _____ _____ public school district, hereinafter called the "contractee" and Vocational, Technical, and Adult Education District _____, hereinafter called the "contractor:"

WITNESSETH

WHEREAS, Vocational, Technical and Adult Education (VTAE) Districts are required to recover full costs for services rendered in contract relationships, and

WHEREAS, the Department of Public Instruction and the Wisconsin Board of Vocational, Technical, and Adult Education hereby reaffirm their mutual interest in providing the best possible educational opportunities to Wisconsin's youth, and

WHEREAS, students enrolled in secondary schools having experienced exploration and having formulated career objectives, may elect to attend VTAE district schools in pursuit of their educational objectives, and

WHEREAS, the combined efforts of both parties to this agreement can help develop planned programs which will lead young people into satisfying and rewarding job placement opportunities;

NOW, THEREFORE, in consideration of their mutual agreements, the parties hereto agree as set forth in the following pages which are annexed and made a part hereof (pages _____ to _____ inclusive).

IN WITNESS, the contractor and contractee have executed this contract as of the above date.

_____ By: _____
Witness Contractor

_____ _____
Witness Contractee

ADDENDUM

The contract, of which this addendum is a part, is subject to the following costs and conditions:

1. Instructor's direct salary for classes covered by this agreement _____
2. Associated fringe benefits _____
3. Subtotal (1 + 2) _____
4. Less state and/or federal aid on above salary and fringe benefits _____
5. Net salary cost _____
6. Instructional supplies (at cost) _____
7. Sales tax on portion of supplies consumed by student _____
8. Total supplies cost _____
9. Pro-rated space rental (if applicable) _____
10. Transportation, if provided by contractor _____
11. Cost of specifically identified optional services provided at contractor's request _____
12. Indirect costs (including physical plant, administration, maintenance, auxiliary services, library, etc.) to be included only when substantial enrollments require extra or special services _____
13. Total cost (5 + 8 + 9 + 10 + 11 + 12) _____
14. Student/s covered by this agreement (attach list of names if necessary

    _____
    _____
    _____
    _____

15. Total student hours for classes covered by agreement _____
16. Cost per student hour _____
17. Total student hours covered by agreement _____

19. Terms and conditions of payment:

20. Title of classes/program or description of contracted service:

Note: Attach supporting documents when applicable.

"ADVISORY COMMITTEES" Written by Dennis Mannering.

"ALTERNATIVE DELIVERY SYSTEMS" Written by Andrew Suess, Thomas Whalley, and David Wolslegel.

"ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY SCHOOLS" Written by John Farah, Ph. D.

The authors listed above prepared these materials for the Bureau for Vocational and Career Education, Wisconsin Department of Public Instruction.

3.19 HIGH SCHOOL VOCATIONAL STUDENT ORGANIZATIONS

3.19a VOCATIONAL STUDENT ORGANIZATIONS

The three elements of a good vocational instructional program are: (1) effective classroom or shop instruction; (2) supervised work-experience or simulated projects; (3) vocational student organizations.

1. Purpose

The vocational student-organization program of activities can complement, strengthen and be an integral part of instruction in a vocational program. Combined with classroom instruction, student organization activities give greater scope and depth to the total instructional program. Success in a vocation is dependent in part upon attitudes and human relationships that can be developed within an educationally oriented vocational youth group. Competitive events, activities, and leadership conferences planned by students under the guidance and direction of the vocational teacher add to students' development.

The vocational student organization program of activities can be a fountainhead of inspiration to career-oriented students. Participation in the total program of activity can stimulate student interest and create a desire to excel in their studies, their occupations, and their careers. It can offer an opportunity to develop leadership skills which can be valuable to the students in later life.

2. Major Outcomes

A. To cause students to demonstrate and further develop the competencies important to success in their chosen career.

B. To inspire and develop leadership ability.

C. To improve human relationships.

D. To improve the self-esteem and success pattern of each student.

E. To enable students to demonstrate and further develop in their responsibility as citizens in our free competitive enterprise system.

F. To help students further crystallize a career objective.

G. To secure the involvement and support of educators, employers, and parents for vocational education.

(Each youth group activity undertaken should be designed to achieve one or more of these goals.)

3.19b ACRONYMS

FFA - Future Farmers of America
FHA-HERO - Future Homemakers of America - Home Economics-Related Occupations
VICA - Vocational Industrial Clubs of America
DECA - Distributive Education Clubs of America
FBLA - Future Business Leaders of America

DEFINITION OF TERMS

Chapter - Groups formed locally and affiliated with the state and national organization. It should not be referred to as a club, because it is an integral part of the educational program, not a social group.

*Conference - Not convention.

Student Vocational Organization - Is comprised of students enrolled in vocational education program areas.

Competitive Events - Those which relate to competencies or skills associated with the specific subject area. These are not to be identified as contests.

Advisor - Teacher currently teaching in the specific subject area.

Co-Curricular - Chapter and student organization activities as an integral part of the educational program, not extracurricular.

Program of Work - Yearly plan as to how chapter plans to achieve objectives identified by state association. These reflect BVACE objectives and national association purposes and goals.

Leadership Labs - Leadership training sessions held for potential leaders of local chapters of each organization.

Chapter Parents - Any adult (need not be a parent or current member) who chooses to give support and assistance to chapters. This can strengthen the relationship with the community.

*Conference - The annual meeting of each respective organization; usually referred to as a leadership conference. Purpose is to develop leadership, focus on specific purposes, elect officers and to provide recognition of award winning members and chapters. It is not to be referred to as a convention as it is a learning experience not a social event.

Alumni - Former student members who are still in the nearby area can be a valuable asset to chapter activities as resource persons, assisting in teaching leadership skills, etc.

3.19c COMPETENCIES NEEDED BY ADVISORS FOR ORGANIZING AND WORKING WITH STUDENT VOCATIONAL ORGANIZATIONS

1. Explains and understands the purposes and advantages of student organizations and their affiliated state and national organizations.
2. Values (believes in the importance of) the state and nationally affiliated student vocational organization.
3. Integrates the activities of student organization into instructional program and uses such as a teaching tool.
4. Composes an appropriate program of work and end of the year evaluation which related to overall objectives of organization.
5. Develops and implements a functioning system of local chapter committees.
6. Implements a procedure for electing and training local chapter committees.
7. Prepares a procedure for planning and carrying out a meaningful chapter meeting.
8. Illustrates the use of proper parliamentary procedure during chapter meetings.
9. Develops a rationale and prepares a procedure for selecting appropriate activities with student participation and recognition.
10. Prepares a procedure for the utilization and recognition of activities as an integral part of curriculum.
11. Demonstrates a procedure for utilization of community resources to enhance the organization's program.
12. Prepares chapter activity and project manuals.
13. Outlines a procedure for financing the operation of the student organization.
14. Demonstrates procedures for keeping chapter records and reports.
15. Demonstrates procedures for keeping the public informed of the chapter's activities and accomplishments.
16. Interprets (summarizes) the role of the chapter adviser.

3.19d PROGRAM OF WORK

Program of Work is that yearly plan for chapter activities that relates directly to the organization's overall objectives (see FBLA form on next page). Important dates associated with the Program of Work and the possibilities of earning additional points on VEA funded projects are explained below. All vocational student organizations submit a Program of Work.

October 1st or before - Chapters receive forms to complete program of work relating to overall objectives.

December 1st - Completed program of work forms received by state advisors.

January 30 - Program of work reviewed and confirmed by state advisor and returned to chapter.

May 15 - Chapter returned program of work to state office with evaluation and resulting chapter participation.

On the basis of the preceding year's program of work, a VEA funded project may earn some additional points, if the chapter complies with specific requirements. These points are as follows:

8 points - all of above must be completed and chapter must have affiliated with state and national organization.

4 points - completed all of above except end of the year evaluation or completed all of above locally, but did not affiliate with state or national organization.

0 points - neither affiliated nor completed program of work on scheduled dates.

Program of work does not apply to FHA chapters, only HERO chapters and occupational programs in home economics and all other disciplines.

SAMPLE

PROGRAM OF WORK
Wisconsin Future Business Leaders of America

DUE DATE: _____

School Name _____

Chapter President's Signature _____

Advisor's Names _____ Teacher(s) _____

_____ _____

FBLA Goals:

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business, and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

MONTH	LOCAL GOALS	ACTIVITIES	GOALS	END-OF-YEAR EVALUATION (1-5)	COMMENTS
EXAMPLE ---- May	Show appreciation to businessmen and women in community.	Banquet for employers and community members who assisted with FBLA and bus. ed. program during year.	6, 8, 9	5	Community even more aware of FBLA and willing to offer support.

3.19a FFA
THE AIM AND PURPOSES

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and in their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

ORGANIZATION

State Officers

President
Ranking Vice President
Secretary
Treasurer
Reporter
Sentinel
Chaplain
Parliamentarian
3 - Vice Presidents

FFA
PROGRAM OF WORK OBJECTIVES

1. Supervised Agricultural Occupational Experience
2. Cooperative Activities
3. Community Service
4. Leadership Activities
5. Earnings and Savings
6. Conduct of Meetings
7. Scholarship
8. Recreation
9. Public Relations
10. Participation in State and National Activities
11. Alumni Relations

3.19f FHA-HERO
GOAL AND PURPOSES

GOAL: To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

PURPOSES:

1. To provide opportunities for self-development and preparation for family and community living and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve world-wide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers, and related occupations.

FHA-HERO
TYPES OF CHAPTERS

FHA - Students enrolled in general home economics field.

HERO - Students enrolled in occupational programs.

FHA-HERO - Combination of FHA and HERO members functioning as one chapter.

FHA and HERO - FHA and HERO members functioning as separate chapters in the same school.

ORGANIZATION

State Officers

President
Secretary-Treasurer
Parliamentarian-Historian
Program-Recreation Chairperson
Public Relations Chairperson
HERO Representative (2 of these)
8 Vice Presidents (one from each district)

District Officers

8 District Editor-Public Relations Chairpersons

8 District Recorders

PROGRAM OF WORK OBJECTIVES (HERO ONLY)

1. To improve self-image and contribute to personal growth in preparation for employment and for family and community life.
2. To encourage democracy through cooperative action in home and community.
3. To provide opportunities for and inspire the full development of leadership potential within the members.
4. To cause students to demonstrate and further develop the competencies which contribute to preparation for jobs and careers.

5. To secure involvement and support of educators, employers, parents, and local citizens for vocational education through improved public relations.

6. To secure involvement of all chapter members.

7. To help students further develop a career objective by broadening and/or in-depth exposure to careers in home economics related areas.

8. To improve human relationships and encourage achievement of world-wide brotherhood.

9. To become aware of the multiple roles of men and women in today's society.

3.19g DECA GOALS AND PURPOSES AND PROGRAM OF WORK OBJECTIVES

1. To cause students to demonstrate and further develop the competencies important to success in marketing and distributive occupations.
2. To inspire and develop leadership ability in students of marketing and distribution.
3. To improve the human relationships of students of marketing and distribution.
4. To improve the self-image and success pattern of each student of marketing and distribution.
5. To enable students of marketing and distribution to demonstrate and further develop in their responsibility as citizens in our free enterprise system.
6. To help students further crystallize their particular career in marketing and distribution.
7. To secure the involvement and support of educators, businessmen and parents for education in marketing and distribution.
8. Additional local objectives.

ORGANIZATION

Student Officers

President
8 District Vice Presidents

PROGRAM OF WORK OBJECTIVES

1. To cause students to demonstrate and further develop the competencies important to success in marketing and distributive occupations.
2. To inspire and develop leadership ability in students of marketing and distribution.
3. To improve the human relationships of students of marketing and distribution.
4. To improve the self-image and success pattern of each student of marketing and distribution.
5. To enable students of marketing and distribution to demonstrate and further develop in their responsibility as citizens in our free enterprise system.
6. To help students further crystallize their particular career in marketing and distribution.
7. To secure the involvement and support of educators, business people, legislators and parents for education in marketing and distribution.
8. Additional objectives appearing at the local level.

3.19h VICA
GOALS AND PURPOSES

1. To provide a common bond for all students enrolled in Industrial and Health Education in Wisconsin.
2. To develop leadership abilities through participation in recreational, educational, career development, civic, and social activities.
3. To enhance an individual's pursuit of his interests.
4. To gain an understanding of industry and how it functions in producing goods and services.
5. To help students obtain purposeful lives and create an enthusiasm for learning.
6. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through the use of the democratic process.
7. To develop an understanding of our heritage and the democratic process through the study of industry - a societal institution.
8. To understand the interdependence of society and industry.
9. To explore occupational areas as a base for selecting a career and understanding the pursuits of others.
10. To prepare for entry into appropriate industrially related occupations and develop a base for further occupational education.

ORGANIZATION

State Officers

President
Vice-President
Secretary-Treasurer
Historian-Reporter
Parliamentarian

PROGRAM OF WORK OBJECTIVES

1. To cause students to demonstrate and further develop the competencies important to success in industrial occupations.
2. To inspire and develop leadership ability in students of industrial education.
3. To enable students of industrial education to demonstrate and further develop in their responsibility as citizens in our free enterprise system.
4. To help students further crystallize a career in industrial education.
5. To improve human relationships of students in industrial education.
6. To improve the self-image and success pattern of each student of industrial education.
7. To secure the involvement and support of educators, business people, legislators, and parents for education in industry.
8. Additional objectives appearing at the local level.

3.19i FBLA
GOALS AND PURPOSES

1. Develop competent, aggressive business leadership.
2. Strengthen the confidence of students in themselves and their work.
3. Create more interest in and understanding of American business enterprise.
4. Encourage members in the development of individual projects which contribute to the improvement of home, business and community.
5. Develop character, prepare for useful citizenship, and foster patriotism.
6. Encourage and practice efficient money management.
7. Encourage scholarship and promote school loyalty.
8. Assist students in the establishment of occupational goals.
9. Facilitate the transition from school to work.

ORGANIZATION

State Officers

President
Vice-President
Secretary
Reporter
Parliamentarian
Treasurer

5 Region Vice-Presidents

SECTION IV

4.0 PERSONNEL

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4.1 CLARIFICATION OF STANDARDS FOR LOCAL VOCATIONAL EDUCATION COORDINATORS (LVEC's)
Effective July 1, 1978

LVEC certification is granted by one-, three-, and five-year licenses.

I. One-year licenses: This provisional license is granted for persons who possess evidence of vocational education and administrative competencies and who meet most, but not all, of the credentials listed below.

II. Three-year license: This license is issued upon completion of the following:

A. A baccalaureate or higher degree with a major in a vocational subject area or related area as identified by the State Superintendent.

1. Agriculture
2. Business Education
3. Health Occupations
4. Home Economics
5. Industrial Education
6. Distributive Education

B. Three years of successful teaching in a vocational subject area identified as such by the State Superintendent, or two years of secondary teaching in vocational subject areas and an additional two years of administration and/or guidance.

C. College-level course work in the following areas:

1. Principles, Issues, and Philosophy of Vocational Education
2. Organization and Operation (Methods) of Cooperative Vocational Programs
3. Curriculum--General Coverage
   a. Curriculum Planning, K-12
   b. Curriculum Development, K-12
   c. Secondary School Curriculum
4. General Supervision or Improvement of Instruction, K-12 or Secondary
5. Guidance with Vocational Emphasis
   a. Principles of Guidance
   b. Techniques of Guidance
   c. Educational and Occupational Information
6. Educational Administration
   a. General Administration and Organization of Schools

Courses which deal primarily with post-high school or adult programs; i.e., "Coordination" or "Administration of Vocational-Technical Education," will <u>not</u> meet the above certification requirements.

D. Work experience outside of teaching to include at least 2,000 hours of one or more occupational field. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Approval by the State Superintendent is required.

III. Five-year license: A five-year license will be granted upon presentation of evidence of three years of successful employment as a local Vocational Education Coordinator during the period of the three-year license.

Five-year certificates may be renewed by presenting evidence of the completion of the five semester hours of collegiate credit or four hundred and seventy-five clock hours of appropriate occupational experience which contributes to broadening the <u>vocational competency</u> of the applicant may be substituted for college credit. Collegiate field experience resulting in college credit may be used to satisfy occupational requirements, each contact hour counting up to three clock hours of occupational experience. Workshops may be substituted for occupational experience as follows: one clock hour of approved workshop experience counts up to three clock hours of occupational experience. Workshops must have prior approval of the State Superintendent. These requirements are to be fulfilled within the immediate preceding five-year period.

RULE OF THUMB

To keep your LVEC license up to date, plan on obtaining 95 hours of work experience <u>or</u> one appropriate college credit each year.

4.2 THE LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC)

1. General Responsibilities

The LVEC coordinates the total program activity at the local agency or Cooperative Educational Service Agency (CESA) level. He or she conducts surveys and studies, research data, helps develop and set up courses of instruction, involves outside agencies in the planning process, maintains a close liaison with the State Department of Public Instruction, helps place students, prepares and submits proposals, conducts evaluations of the vocational education program, and serves as a special resource person in vocational education for local teachers and administrators.

2. General Qualifications

An LVEC should be an experienced teacher who has: a definite interest in the broad scope of vocational education; nonteaching occupational experience; a vocational license; the administrative ability to develop and guide a program; the skill to work closely with local business people, industrialists, agriculturalists, and labor leaders in identifying job needs and requirements; the ability to convince other staff members of the importance of vocational education in the school's total program.

Other competencies an LVEC should have include the ability to write and speak clearly, keep accurate records, conduct meetings, and facilitate group discussion.

3. Management and Coordination Tasks

The responsibilities of the LVEC on assessing needs, planning, implementing, and evaluating reflect the dynamic nature of vocational education. These four administrative tasks are interrelated and cyclical in nature. At no time are the activities "completed." Often the tasks are conducted concurrently.

The management and coordination activities that follow can be adapted to meet the needs of local districts.

I. NEEDS ASSESSMENT

GOAL: DEVELOP A COMPREHENSIVE NEEDS ASSESSMENT SYSTEM

A. Survey present and projected community needs

B. Gather employment data

C. Assess students' needs, interests, abilities

D. Identify all students with special needs

E. Determine the percentage of males and females enrolled in all pre-vocational and vocational courses

F. Analyze follow-up data on Occupational Preparation Program(s) graduates

G. Identify occupational skills

H. Solicit and utilize advisory committee recommendations

I. Solicit and utilize staff recommendations

J. Determine facility and equipment needs

K. Assess needs of surrounding districts

L. Maintain accurate records of assessment results

II. PLANNING

GOAL: DIRECT THE DEVELOPMENT OF THE PHILOSOPHY, GOALS, AND OBJECTIVES FOR THE VOCATIONAL PROGRAM

A. Establish a written philosophy of vocational education that is consistent with federal, state, and local long-range plans

III. EVALUATIONS

GOAL: COORDINATE AND MAINTAIN A PROGRAM EVALUATION PLAN TO DETERMINE WHETHER THE VOCATIONAL PROGRAM IS MEETING ITS STATED GOALS

A. Build mandated evaluation requirements into the local evaluation plan

B. Develop and direct an evaluation program that is broadly-based, involving the administration, staff, advisory committees, students, community

C. Develop an evaluation design that among other things determines the extent to which:

1. All vocational curricula are timely and effective
2. Vocational programs prepare students for entry into nontraditional occupations
3. Vocational programs prepare students for entry into new and emerging occupations
4. The regular vocational program successfully serves students with special needs
5. Vocational programs hold potential school leavers
6. Occupational Preparation Program(s) graduates
   a. obtain and maintain employment
   b. are equipped with adequate human relations skills
   c. possess skills and knowledge needed to enter post-secondary training
   d. impress employers as being well-trained
   e. work in the cluster for which they were trained
   f. are upwardly and laterally mobile
   g. are satisfied with their vocational guidance and training
   h. are aware of training requirements for related occupations
   i. are aware of employment and post-high school training opportunities
   j. are knowledgeable of the American economic system

D. Compare evaluation results with goals of the vocational program

E. Identify and develop the strongest aspects of each Occupational Preparation Program(s)

F. Identify and strengthen major problem areas of each Occupational Preparation Program(s) area

G. Complete reports required by local, state, and federal units

H. Utilize results of evaluation in needs assessment, planning, and implementation.

4.3 PROFESSIONAL DEVELOPMENT OF LVEC's

It has often been said that there are two types of LVEC's: one type has had twenty years of coordination experience; the other type has had one year's coordinating experience twenty times. Upon entering the school situation, an LVEC is armed with a certain amount of knowledge and expertise. However, by no means is the LVEC a finished product, nor should he or she ever be considered as such. An LVEC's job is one of the most challenging careers because knowledge and technology are in a constant state of change. But professional growth does not just happen, it is made to happen.

Keeping up to date is not an easy task for the LVEC. It requires a continual effort to keep informed about new technical and educational concepts that relate to instruction, supervision, and coordination. Keeping up to date is not a one-time event in which all of the old is discarded for all of the new. It should be a continuous and gradual process. One should be knowledgeable of the present, but mindful of what is valuable from the past.

Professional growth can be achieved by joining professional organizations, interacting with other educators, visiting businesses and industries, attending professional meetings, and enrolling in advanced study. These activities contribute to keeping an LVEC up to date, but their value can only be realized when the LVEC:

-utilizes these resources

-continually strives to learn

-evaluates the new learnings in relation to existing theories and practices

-implements new knowledge and skills

For the purposes of "keeping up to date," you need to think of yourself not as one person but as three.

1. You are a coordinator. As such, you need to have knowledge of the principles and methods of teaching and learning. You need to be competent in curriculum development, evaluation, educational philosophy, audiovisual aids, methods and materials, educational technology, planning and research findings.

2. You are an expert in your occupational speciality. You must have knowledge of the current technology, practices, philosophy, and research in that area and the other areas as well. (i.e., Agriculture, Business Education, Distributive Education, Health Occupations, Home Economics, Industrial Education, Special Education, Vocational Guidance and Counseling)

3. You are an individual who interacts with students, fellow teachers, administrators, community members, parents, business persons. You need to be able to establish rapport with these people. Thus, you need knowledge of group dynamics, guidance and counseling processes, and problem solving.

BELONGING TO PROFESSIONAL ORGANIZATIONS

Most career fields have professional organizations for workers. These organizations vary in purpose, influence, reputation, standards, costs, numbers. Some organizations compete with each other for members.

As you prepare to enter a professional career, it is important to be informed about the organizations associated with your field. Being informed about organizations will help you make decisions on whether or not to join particular groups.

A professional organization can provide an LVEC with:

-access to technical information

-access to professional information

-opportunities to exchange ideas, needs and new approaches with other educators

-a means of influencing, with other group members, the profession, research priorities, resources available, and other institutions and professions

Other benefits of belonging to professional organizations include opportunities for seminars, conferences, workshops, as well as reduced rates and fees for professional and technical literature, insurance and travel. A professional organization cannot function without active membership and participation from its members, all working for the goals of the profession.

The benefits of professional organization membership accrue equally to vocational teachers. LVEC's should encourage the teachers on their staffs to also become involved in professional groups. A good way for the LVEC to advocate teacher membership is to hold active membership himself or herself in professional organizations.

PROFESSIONAL ORGANIZATIONS RELATED TO VOCATIONAL EDUCATION

This list is intended to acquaint the LVEC with professional organizations related directly to vocational education. There are many other excellent organizations not directly related to vocational education from which LVEC's would also profit. A complete listing of all those professional groups can be found in the Wisconsin Public School Directory published by the Department of Public Instruction.

American Vocational Association (AVA)
2020 14th Street
Arlington, VA 22201
Phone: 202-737-3722

Wisconsin Association of Vocational and Adult Education (WAVAE)
Inn on the Park
22 South Carroll
Madison, WI 53703
Phone: 608-256-4270

Wisconsin Association of Secondary Vocational Administrators

President:

Dave Wolslegel
Tri-County Vocational Cluster
Kiel, WI

Agriculture

Wisconsin Association of Vocational Agriculture Instructors (WAVAI)

President:

Rueben Roehl
North Central Technical Institute

Business Education

Wisconsin Business Education Association (WBEA)

President:

Bruce Patrick
Ripon High School

Distributive Education

Wisconsin Association for State Distributive Education Teachers (WASDET)

President:

Diane Kuehn
Greendale High School

Guidance and Counseling

Wisconsin Career Guidance Association (WCGA)

President:

Jerry Henning
Goodrich High School

Wisconsin School Counselor Association (WSCA)

President:

Dr. Winnifred Taylor
University of Wisconsin - Superior

Home Economics

Future Homemakers of America-Home Economics Related Occupations (FHA-HERO)

President:

Nancy McDonald
Columbus

Trade and Industrial

Wisconsin Industrial Education Association

President:

Ray Johnson
Lincoln High School

Wisconsin Association of Vocational Education Special Needs Personnel (WAVESNP)

President:

Audrey Lehman
Madison Public Schools

Wisconsin Experience Educators Association (WEEA)

President:

4.4 CERTIFICATION STANDARDS FOR TEACHERS IN VOCATIONAL PROGRAMS
Certification Code P. I. 3.03(5)

(a) A three-year license may be issued in any vocational subject listed below to an applicant who has completed the requirements specified under (b) below:

1. 211 Child services - vocational
2. 212 Clothing services - vocational
3. 213 Food services - vocational
4. 214 Housing and equipment - vocational
5. 215 Family and community services - vocational
6. 281 Business and office - vocational
7. 285 Distributive education - vocational
8. 293 Drafting - vocational
9. 294 Electricity/electronics - vocational
10. 296 Graphics - vocational
11. 397 Metals - vocational
12. 298 Power mechanics - vocational
13. 299 Woodworking - vocational
14. 911 Health occupations - vocational

(b) An applicant for a license to teach in any of the vocational subjects must have completed or possess:

(1) A bachelor's degree
(2) A minimum of a thirty-four semester credit approved program teaching major in business education, industrial education, distributive education, home economics, or health occupations
(3) A course in principles, issues or philosophy of vocational education (teachers of Occupational Preparation Program(s) must have a course in Organization and Administration of Cooperative Education Programs)
(4) An applicant for a license in Health Occupations - Vocational, may complete a minimum of a thirty-four semester credit major in a nationally-recognized health occupations field in which the applicant holds current state or national certification and submit the institutional endorsement verifying the completion of the following professional requirements in lieu of (b) 2 above.

a. Educational psychology
b. Curriculum planning
c. Teaching of reading
d. Methods of teaching health occupations
e. Student teaching - minimum of five semester credits
f. Competency in the broad area of health care professions verified by the preparation institution

(5) Certification designated Health Occupations - vocational requires that the applicant hold current state or national certification in a health care field.
(6) A licensed teacher employed as a health occupations - vocational teacher for two semesters prior to July 1, 1978, may be issued a regular three-year license upon verification by the employing school administrator that the experience was successful.
(7) Eligibility for the vocational license requires related occupational experience during the ten-year period immediately preceding the application for the license, as stated below:

a. Business and office - vocational requires a minimum of 2,000 clock hours
b. Distributive education - vocational requires a minimum of 4,000 clock hours
c. Health occupations - vocational requires a minimum of 2,000 clock hours in more than one setting
d. Home economics - vocational requires a minimum of 2,000 clock hours of which a minimum of 1,000 clock hours is in one of the five home economics vocational subjects
e. Trade and industry - vocational requires a minimum of 2,000 clock hours.

(8) The required occupational experience may be met in either of the following two ways:

a. Paid occupational experience in related occupations. Up to forty percent of the occupational experience may be secured by completing:

1) Graduate credits in technical subjects specifically related to the vocational subject for which the license is being sought (one semester credit equals ninety-five clock hours or occupational experience)

or

2) Workshops specifically related to the vocational subject for which the license is being sought (one clock hour of workshop experience equals a maximum of three hours of occupational experience). Prior approval of the State Superintendent is required.

b. Department-approved occupational internships (directed field experience) resulting in college or university credits (one hour of paid occupational internship equals three hours of occupational experience).

(9) Special Needs Teachers - Any person holding a current professional license or certificate, issued by the Wisconsin Department of Public Instruction that entitles that individual to teach in a secondary school may serve as a special needs teacher. Additional salary expense incurred to pay this vocationally-oriented teacher for time spent in a special project-special needs program is fundable for up to five years. In order to be eligible for reimbursement beyond the first year, the teacher must have taken an Issues/Principles/Philosophy of Vocational Education course. If the teacher is placing students on-the-job as part of his/her job responsibility he/she must also take a course in the Organization and Administration of Cooperative Education Programs in order to be eligible for more than one year of reimbursement.

(10) Vocational Guidance - Any person holding a current Wisconsin license as a school counselor is entitled to serve as a vocational counselor in a vocational education program. The following certification competencies relate specifically to the career aspects of guidance and counseling:

1. One year accumulated work experience beyond high school.
2. Understanding of the psychosocial foundations of individual and group behavior, including the structure of personality, human development, and the teaching-learning process.
3. Understanding of the philosophy, purposes, and structure of the total school enterprise, with special reference to the goals and services involved in guidance, pupil personnel, and curricular programs.
4. Ability to develop staff relationships which will implement guidance services effectively.
5. Knowledge of individual career development and of the special educational, and vocational milieu, and the ability to use this knowledge effectively in the school guidance program.

(11) The three-year license renewal may be issued to an applicant who has completed a minimum of three semester credits in technical course work specifically related to the vocational program, or its equivalent.

a. Ninety-five clock hours of occupational experience specifically related to the vocational subject for which the license is being sought may count as the equivalent to one semester credit.
b. One clock hour of approved workshop experience may count as the equivalent to three hours of occupational experience.
c. One clock hour of instruction while enrolled in a continuing education unit (CEU) course may count as three hours of occupational experience.

(12) The five-year renewable license may be issued to an applicant who has completed:

a. A minimum of three years of successful teaching in a position requiring Wisconsin vocational certification while holding the three-year license for the subject endorsed on that license.
b. A minimum of three semester credits in technical course work specifically related to the vocational program or to the equivalent as stated in 7 a, b and c above.

(13) Please note - Effective August 28, 1978, all applicants for initial vocational licenses must meet all certification requirements for that vocational license. Those individuals who have deficiencies will be considered for a special license only if the district administrator of the school district requests such a license with full explanation and justification of the need.

The district administrator must submit the request for a temporary license (PI-1615) along with the regular Credential Application (PI-L-2) to the Certification Division at the Department of Public Instruction.

(14) Vocational Education Teacher Data Sheet (PI-C-2) - This form should be sent along with the certification application for verification of current work experience and courses, workshops, or seminars attended.

(15) All forms for certification may be obtained from Robert Gibson, Certification Section, Room 316, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI 53702. Phone (608) 266-1027. The processing fee is $20.00.

4.5 TEACHER QUALIFICATIONS AND REQUIREMENTS

Occupational Preparations Component

Vocational education teachers must obtain special certification to teach the Occupational Preparation Program(s) course in the high school vocational education program and to meet reimbursed program standards. These special certification standards build on the basic standards for the traditional subject areas. Vocational education teachers who qualify for teaching an Occupational Preparation Program(s) course also may teach in the sequence courses.

Teachers of agriculture in the four-year sequence of the traditional vocational agriculture program are required to have the basic vocational agriculture license. Teachers of agribusiness should also have related work experience.

Teachers of wage-earning home economics are not required at present to obtain special certification. However, to teach an Occupational Preparation Program(s) course they must have the regular home economics license plus related work experience and the Principles or Issues of Vocational Education course.

Teachers of Occupational Preparation Program(s) courses are responsible for all activities which help to develop vocational competencies desired in Occupational Preparation Program(s) course graduates. Certification requirements contain the minimum qualifications for positions in the local education agencies with respect to teachers of vocational courses.

Coordinating Teachers

Vocational teachers who teach and coordinate Occupational Preparation Program(s) courses which employ the cooperative education method must meet additional special requirements. Coordinating teachers must satisfactorily complete a college course in the organization and administration of cooperative education programs prior to their becoming involved in cooperative education.

The coordinating teacher carries on all functions and duties with respect to the teaching of the in-school Occupational Preparation Program(s) course and the supervision and the coordination of student and employer activities on the job. A coordinating teacher helps to conduct community surveys, meets with advisory committees, and helps identify, select, and develop local training stations for students who participate in cooperative education programs.

4.6 DUTIES AND RESPONSIBILITIES OF VOCATIONAL TEACHERS

How the vocational teacher perceives his or her role is critical to the effectiveness of the instructional program in the school, the community, and the youth group organization. Besides being a teacher, he or she is a coordinator, a curriculum specialist, a guidance counselor, a placement director, a supervisor, a public relations person, an administrator, a researcher, and a professional education leader. The main objective of all vocational education teachers is to prepare students, through various educational activities, for life and work.

RESPONSIBILITIES OF THE VOCATIONAL TEACHER

General Vocational Education Responsibilities

1. Understand the state and national goals of vocational education.
2. Understand the career development process as it relates to vocational education.
3. Understand the vocational teacher's role in the total vocational program.
4. Coordinate with other teachers, disciplines and services.
5. Inform teaching and pupil services staff about the vocational program.
6. Build positive public relations for the program.
7. Provide requested data on manpower needs.

Advisory Committee Responsibilities

8. Understand the function and utilization of steering committees and advisory committees.

Classroom Instruction Responsibilities

9. Know the practices and procedures used on the job toward which his or her program is directed.
10. Be familiar with selection criteria for Occupational Preparation Program(s) as well as students' career objectives.
11. Relate classroom instruction to manpower needs.
12. Be familiar with varied methods and plans of program organization.
13. Promote, organize, and operate student organizations as an instructional method.
14. Utilize community resources to enhance instruction.

Management/Coordination Responsibilities

15. Manage available time efficiently and effectively.
16. Apply appropriate program evaluation criteria and procedures.
17. Be aware of state standards and requirements.
18. Provide information needed for program follow-up studies and other required reports.
19. Articulate his or her program on the secondary and post-secondary levels.
20. Know how to develop projects that stimulate job experiences.
21. Know how to develop cooperation or occupational experience programs.

RESPONSIBILITIES OF THE OCCUPATIONAL PREPARATION PROGRAM(S) TEACHER-COORDINATOR

In addition to these responsibilities, the Occupational Preparation Program(s) teacher provides occupational and related subject matter to students preparing directly for employment. He or she coordinates the training program designed to meets the needs of learners in a cooperative vocational education program.

General Vocational Education Responsibilities

1. Acquaint businessmen, lay people, fellow teachers, and administrators with the objectives of vocational education.

2. Solicit assistance of vocational education personnel from the local school district, state department, and/or university in conducting vocational education needs assessments.

Advisory Committee Responsibilities

3. Identify the role and function of the advisory committee.

4. Communicate the date, place, and agenda for advisory committee meetings to all persons concerned.

5. Report to the advisory committee on the progress, success, and problems of the program.

Occupational Selection Responsibilities

6. Help determine the occupational clusters for which training is to be offered in the vocational education program.

7. Advise students of qualifications necessary for success in the occupations toward which the program is designed.

Follow-up Responsibilities

8. Maintain continual follow-up information on placement, employment and training status of each graduate of the vocational program.

Classroom Instruction Responsibilities

9. Provide students with a number of participatory experiences to develop competencies to enter and advance in their chosen professions.

10. Participate in the preparation, development, evaluation, and revision of course outlines and subject materials for vocational classes.

11. Assist in preparing the local long-range plan for vocational education.

12. Relate classroom instruction to on-the-job situations or experience.

13. Provide students with supplemental learning experiences to develop competencies.

14. Evaluate student learners' personal traits, strengths, and weaknesses in school and on the job.

15. Develop safe work habits in all students.

Management Responsibilities

16. Plan an operating budget for consumable supplies, services, and materials needed in a vocational course.

17. Develop an overall guidance plan for recruiting, selecting, counseling and placement of students in Occupational Preparation program(s).

Professional Development Responsibilities

18. Support professional organizations through active membership.

19. Update vocational skills through occupational experience, professional certifications, inservice programs, advanced degrees, etc.

Coordination Responsibilities

20. Select training sites that offer opportunities for students to develop and advance toward their career objectives.

21. Secure suitable and reliable training stations for cooperative education.

22. Develop cooperative training agreements between student, parents, school and cooperating employer.

23. Plan with students and employers work activities that will contribute to the students' occupational interests.

24. Prepare student-learners for interview with cooperating employers and training station personnel.

25. Make coordination visits regularly to training stations to observe students.

26. Help students overcome problems connected with the job.

27. Work with training sponsors in adjusting work schedule for students when necessary to provide better training.

28. Strive to show students the need for continuing their education and training.

29. Identify post-high school training available and appropriate for further education.

4.7 LVEC'S ROLE IN CAREER EDUCATION

K-12 Career Education requires a leadership team at the local level consisting of such persons as the Director of Instruction/Supervisor of Curriculum Development, the Director of Guidance, Librarian/Media Specialist, and the Local Vocational Education Coordinator (LVEC). One of these should be designated as team leader.

In addition to serving on this K-12 leadership team, the LVEC can serve as a leader and consultant for the vocational education teachers working with him/her in helping them utilize career education strategies: (1) to attain the goals of their respective disciplines, (2) to motivate their students to work up to their potentials and plan and prepare for productive lives, and (3) to facilitate the individual career development of their students.

The following publications are available from DPI to assist LVEC's in their leadership roles in career education:

A. For Administration and Coordination:

1. State Plan for Career Education

   Volume I - Introduction
   Volume II - State Level Plans
   Volume III - Guidelines for Local Plans
   Volume IV - Resources
   Volume V - Evaluation

2. Training Model for K-12 Administrators

B. For Assessment of Needs and Establishment of Goals:

1. Wisconsin Career Education Needs Assessment and Survey of Resources Handbook

2. Volume I of State Plan - Introduction

3. Volume III of the State Plan - Guidelines for Local Plans

C. For Developing Local Plans:

1. Volume III of State Plan - Guidelines for Local Plans

2. Examples of Local Plans developed in:

Beloit	Jefferson
Cuba City	Lake Geneva
Goodman	Superior
Grafton	Twin Lakes
Hamilton-Sussex	West Allis

D. For Training in Career Education:

1. Training Models for:

   a. University Faculty and Preservice
   b. K-12 Administrators
   c. K-12 Staff
   d. Community-School Collaboration

2. Directory of Career Education Resource Persons in Wisconsin

3. Career Education Implementation Guide

E. For Implementation:

1. Career Education Implementation Guide

2. K-12 Guide for Integrating Career Education with Local Curriculum

3. Career Development - Special Education

   Volume I, K-6 - $1.00
   Volume II, 7-12 - $2.50

4. Wisconsin Career Guidance Model

F. For Resources:

1. Volume IV of State Plan - Resources

2. Wisconsin Career Guidance Resource Manual

3. Career Education Materials Found Most Useful by Members of the Wisconsin Consortium for Improving Career Education

4. Director of Career Education Resources Persons in Wisconsin

G. For Evaluation:

1. Volume V of State Plan - Evaluation

2. A Kit of Assessment and Evaluation Instruments for Career Education - $2.00

3. Wisconsin Career Education Needs Assessment Survey of Resources Handbook

The comparison of career education and vocational education in Section C, Program Development will help the LVEC explain their relationships to others.

"THE LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC)" written by William J. Ratzburg.

"PROFESSIONAL DEVELOPMENT OF LVEC's" written by Jack Crowley and Gari Spagnoletti.

"DUTIES AND RESPONSIBILITIES OF VOCATIONAL TEACHERS" written by Barbara J. Lynch.

The authors listed above prepared these materials for the Bureau for Vocational and Career Education, Wisconsin Department of Public Instruction.

SECTION V

5.0 EVALUATION AND REPORTING

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5.1 SCHEDULE OF RECORDS AND REPORTS

Vocational Student Organization Program of Work		December 1
Student Characteristics Record	PI-1330 (Rev. 9/79)	January 15
Semester Report--Exemplary Program and Project	Written Format	January 15
Semi-Annual Report--Activities of VEA Teachers	PI-1324 (Rev. 5/78)	January 15
Semi-Annual Report--Activities of LVEC's	PI-1324 (Rev. 10/76)	January 15
Follow-up Report	Will be revised	on hold
Student Course Record	PI-1332 (Rev. 9/79)	February 15
Program Record	PI-1333 (Rev. 9/79)	February 15
Vocational Education Amendment Request	PI-IS-VE-11 (Rev. 3/74)	April 1 (no changes across expenditure types)
Planning Encumbrance Report	PI-1055 (Computer Printout)	May 10
Program Applications*		May 15
Vocational Education Financial Plan	PI-1313	May 15
End-of-Year Report on the Vocational Student Organization Program of work		May 15
Semi-Annual Report--Activities of VEA Teachers	PI-1324 (Rev. 5/78)	June 15
Semi-Annual Report--Activities of LVEC's	PI-1323 (Rev. 10/76)	June 15
Annual Descriptive Report (optional)		June 30
End-of-Year Status Report	PI-1333 (Rev. 9/79)	June 30
Vocational Education Amendment Request	PI-IS-VE-11 (Rev. 3/74)	June 30 (only within expenditure type)
Detailed Encumbrance and Final Claim	PI-1086 (Rev. 10/77)	July 31
Matching Report from LEA --251-257 subfunds	PI-1056 (Computer Printout)	July 31
Final Exemplary Program and Project Report	Written Format	60 days after completion of project
Final Report--Vocational Guidance and Counseling	Written Format	90 days after the end of fiscal year

*Includes PI-IS-VE-1, PI-IS-VE-2 (Rev. 3/74), PI-IS-VE-3 (Rev. 1/78), PI-IS-VE-4 (Rev. 1/78), PI-IS-VE-5 (Rev. 3/74), PI-IS-VE-6, PI-IS-VE-7 (Rev. 7/72, and PI-IS-VE-8 (Rev. 1/78).

5.2 ACTIVITY REPORT: P.I.-1323

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ACTIVITY REPORT – VEA-FUNDED LOCAL VOCATIONAL EDUCATION COORDINATOR
PI-1323 (Rev. 10-76)
(formerly PI-IS-VE-23)

INSTRUCTIONS: Each VEA-funded Local Vocational Education Coordinator should complete this report semi-annually. Attach any local publicity or other materials you wish to share. Enclose the "Semi-Annual Report(s)-Activities of VEA-Funded Teachers". Submit by the appropriate due date to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
126 LANGDON STREET
MADISON, WI 53702

Your candid comments will help us to respond better to your concerns/problems and to share successful experiences.

Period Covered

☐ JULY through DECEMBER (Due JANUARY 15)
☐ JANUARY through JUNE (Due JUNE 15)

I. LVEC REPORT

A. Most worthwhile activities this reporting period.

B. Goals you hope to achieve next reporting period.

C. Long-range goals for the total vocational education program. *List only if changed from last report.*

D. Problems encountered this reporting period.

E. Specific suggestions for activities at the local, state, or national level.

Name of LVEC	School
LVEC Signature	Date

OVER

 PI-1323

II. ADMINISTRATORS' COMMENTS

Sign the report for each reporting period.

Add your comments regarding the vocational education programs in your district and the overall state program to the report due June 15. Share your insights and concerns regarding vocational education.

Comments are optional on the January 15 report.

Signature of Principal	Date

Principal's Comments

Signature of District Administrator	Date

District Administrator's Comments

5.3 SEMI-ANNUAL REPORT: P.I.-1324

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SEMI-ANNUAL REPORT—ACTIVITIES OF VEA FUNDED TEACHERS
PI-1324 (Rev. 5-78)
(formerly PI-IS-VE-24)

Program Type
- ☐ Cooperative *Other than Agriculture*
- ☐ Non-Cooperative *Other than Agriculture*
- ☐ Consumer - Home Economics

Period Covered
- ☐ JULY through DECEMBER (Due JANUARY 15)
- ☐ JANUARY through JUNE (Due JUNE 15)

INSTRUCTIONS: Each teacher (or team in a multi-teacher project) in a consumer-home economics or Capstone cooperative or non-cooperative project other than agriculture is to submit this report. *If more space is needed, use the reverse side or attach additional sheets.* Attach any local publicity or other materials you wish to share.

Complete and return by the appropriate due date to:
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
125 LANGDON STREET
MADISON, WI 53702

Teacher	School	Date Submitted

1. Most worthwhile activities this period (instruction, coordination, student group, career education, etc.).

2. Problems encountered this period.

3. Activities you hope to achieve next period (instruction, coordination, student group, career education, etc.).

4. Long-range goals for your program. (List only if changed from last report.)

5. Specific suggestions or recommendations for activities to be carried on at the local, state, or national level.

6. Please check the appropriate category for which you are reporting.

BUSINESS AND OFFICE
- ☐ Accounting
- ☐ Clerical
- ☐ Data Processing
- ☐ Office Procedures
- ☐ Secretarial
- ☐ Other _____

DISTRIBUTIVE EDUCATION
- ☐ Apparel and Accessories
- ☐ Automotive and/or Petroleum
- ☐ Combination
- ☐ Finance and Credit
- ☐ Food Distribution or Services
- ☐ General Merchandise
- ☐ Recreation and Tourism
- ☐ Other _____

HEALTH CARE
- ☐ Health Care Services

HOME ECONOMICS
- ☐ Child Care Services
- ☐ Clothing Services
- ☐ Consumer-Home Economics Project
- ☐ Family & Community Services
- ☐ Food Services
- ☐ Other _____

SPECIAL NEEDS
- ☐ Disadvantaged
- ☐ Handicapped
- ☐ Other _____

INDUSTRIAL EDUCATION
- ☐ Building Trades
- ☐ Drafting
- ☐ Electronics and Electricity
- ☐ Graphics
- ☐ Metals
- ☐ Power
- ☐ Woodworking
- ☐ Other _____

Signature of Teacher

5.4 CONDUCTING LOCAL FOLLOW-UP STUDIES

Follow-up studies have always been required for programs funded with Vocational Education Act monies. The results indicate whether or not Occupational Preparation Program(s) have met their training objectives. The follow ups are a means of "quality control" in vocational education. The follow-up form currently required for VEA-funded programs is PI 1335. At the time of printing, a sample PI 1335 was in the process of revision. When available, each district will receive a copy for insertion.

PI 1335 indicates what has happened to Occupational Preparation Program(s) graduates in terms of employment and education six months after graduation. Other important kinds of information are not requested on the form such as: students' opinions of their vocational education; employer's perceptions of students' training; long-term effects of vocational education. It is to the advantage of the LVEC to collect these additional kinds of information even though they are not required. Collecting in-depth data on strengths and weaknesses of the vocational program will support the LVEC's requests for financial or personnel resources. These results will also be useful in developing local long-range plans for vocational education.

A convenient and inexpensive means of evaluating the effectiveness of vocational programs is available through the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout. Sample follow-up instruments have been extracted from the total evaluation scheme for use here.

Form B1 ONE-YEAR STUDENT FOLLOW-UP SURVEY Occupational Preparation Program(s)	Requests information that is needed to complete PI 1335 but also asks students specific questions about the adequacy of their training. (This form can be sent out less than one year after graduation to meet the February 1 deadline for the PI 1335).
Form C EMPLOYER FOLLOW-UP SURVEY Occupational Preparation Program(s)	Requests information from employers on Occupational Preparation Program(s) students' training and work-related characteristics.
Form B2 THREE-YEAR STUDENT FOLLOW-UP SURVEY Occupational Preparation Program(s)	Requests information on students' levels of advancement and education since graduation. Again requests students' opinions on high school vocational education.

SIMILAR FORMS ARE AVAILABLE FOR STUDENTS WHO HAVE NOT TAKEN OCCUPATIONAL PREPARATION PROGRAMS(S)

These forms may be obtained from U.W.-Stout. Data processing can be purchased from the Center. When the forms have been returned, the LVEC will receive a detailed computer printout on responses to all questions. The computer program will isolate the data needed for completing the PI 1335. The computer will store the information over a period of years so that statistical comparisons can be made.

Schools going through the U.W.-Stout evaluation of their vocational programs will utilize the forms as part of the total evaluation. Other LVEC's are strongly encouraged to use these forms. Not only will they give valuable feedback on local programs, they will cumulatively give a good description of the statewide impacts of vocational education at the secondary level.

Keeping track of data on graduates over a period of years provides valuable information for the LVEC. However, it is often difficult to keep track of all students because of their mobility. Generally, staff members become quite familiar with four or five students and their families by graduation. If teachers, guidance counselors, and administrators were allowed to select several of these familiar students and to assume responsibility for keeping track of them, more complete data would be obtained and the burden on the LVEC and Occupational Preparation Program(s) teacher would be minimized.

5.5 ONE-YEAR FOLLOW-UP SURVEY

Capstone course enrolled in:

(For school use)

(Address label attached here if used)

Please write any name and/or address changes right on the label.

1. I am presently: (please check one of the following nine statements)

(1) ____ employed FULL time in a paid non-military occupation. (If checked go to #2.)
(2) ____ employed FULL time in the military service. (If checked go to #9.)
(3) ____ employed PART time—not in school. (If checked go to #2.)
(4) ____ employed PART time while in school. (If checked go to #2.)
(5) ____ full time student—not employed part time. (If checked go to #9.)
(6) ____ full time homemaker—not looking for paid employment. (If checked go to #9.)
(7) ____ full time homemaker—looking for paid employment. (If checked go to #9.)
(8) ____ unemployed but looking for paid employment. (If checked go to #9).
(9) ____ unemployed--not looking for paid employment. (If checked go to #9.)

2. I am presently employed by _____
company/institution street city/state/zip

3. I am presently employed as _____ | 1 | 2 | 3 | 4 |
job title Do not write in these boxes

4. Name of immediate supervisor _____
please print

SAMPLE

5. I began working with my present employer:

(1) ____ while in high school
(2) ____ upon graduation from high school.
(3) ____ within 3 months after graduation from high school.
(4) ____ between 3 and 6 months after graduation from high school
(5) ____ more than 6 months after graduation from high school

6. I found my present employment with ehlp from: (Check all that apply)

(1) ____ a brother and/or sister.
(2) ____ my parents or guardians.
(3) ____ a teacher.
(4) ____ the school placement services.
(5) ____ a friend.
(6) ____ completely on my own.
(7) ____ other. _____
explain

7. My present hourly wage grouping before deductions is: (Your response to this question will only be used to determine average wages: individual responses will not be reported.)

(1) ____ under $2.00 per hour
(2) ____ $2.00 to $2.99 per hour
(3) ____ $3.00 to $3.99 per hour
(4) ____ $4.00 to $4.99 per hour
(5) ____ $5.00 to 5.99 per hour
(6) ____ $6.00 to $6.99 per hour
(7) ____ $7.00 to $7.99 per hour
(8) ____ over $8.00 per hour

8. You have my permission to obtain data regarding my job performance from my immediate supervisor (employer).

(1) ____ Yes. (If checked, please sign here:

_____
signature of graduate

(2) ____ No.

. . .please turn page. . .

CVTAE UW-Stout 734.B1

5.5a THREE-YEAR FOLLOW-UP SURVEY

Capstone course enrolled in:

_____
(For school use)

(Address label attached here if used)

Please write any name and/or address changes right on the label.

1. I am presently: (Please check one of these following nine statements.)

(1) ____ employed FULL time in a paid non-military occupation. (If checked go to #2.)
(2) ____ employed FULL time in the military service. (If checked go to #7.)
(3) ____ employed PART time--not in school. (If checked go to #2.)
(4) ____ employed PART time while in school. (If checked go to #2.)
(5) ____ full time student--not employed part time. (If checked go to #7.)
(6) ____ full time homemaker--not looking for paid employment. (If checked go to #7.)
(7) ____ full time homemaker--looking for paid employment. (If checked go to #7).
(8) ____ unemployed but looking for paid employment. (If checked go to #7.)
(9) ____ unemployed--not looking for paid employment. (If checked go to #7.)

2. I am presently employed by _____
name of company/institution street city/state/zip

3. I am presently employed as _____ | 1 | 2 | 3 | 4 |
Do not write in these boxes

4. Name of immediate supervisor _____
please print

5. Date employed by present employer _____ | 1 | 2 | 3 | 4 |
Do not write in these boxes

6. Number of jobs held since graduation: (Circle one.) 1, 2, 3, 4, 5, 6, 7, 8 or more.

In general, how adequate was your high school vocational training in the following situations: (Please circle number 5, 4, 3, 2, or 1 for each statement.)

	More than Adequate		Adequate		Not Adequate
7. Getting a job	5	4	3	2	1
8. Knowing how to use tools and equipment	5	4	3	2	1
9. Learning the skills needed for this job	5	4	3	2	1
10. Getting along with other workers	5	4	3	2	1
11. Being able to talk to the boss about my problems	5	4	3	2	1
12. Working in a supervisory or leadership role	5	4	3	2	1
13. Moving up on the job (promotion)	5	4	3	2	1
14. Moving to other jobs which do not necessarily involve a promotion	5	4	3	2	1
Understanding the value and importance of work	5	4	3	2	1
16. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)	5	4	3	2	1

. . .please turn page. . .

SAMPLE

In the following aspects of employment, how well prepared was this employee for the job for which hired? (Circle number 5, 4, 3, 2, or 1 for each statement.)

	Well Prepared		Adequately Prepared		Not at all Prepared
7. Use of tools & equipment	5	4	3	2	1
8. Selection & care of space, materials and supplies	5	4	3	2	1
9. Quality of work, ability to meet quality demand	5	4	3	2	1
10. Quantity of work, output of satisfactory amount	5	4	3	2	1
11. Ability to work with co-workers	5	4	3	2	1
12. Accepting advice and supervision	5	4	3	2	1
13. Working in a leadership role	5	4	3	2	1
14. Understanding the value and importance of work	5	4	3	2	1
15. Understanding, in general, U.S. economic system (supply-demand, inflation, recession, etc.	5	4	3	2	1

In your own words, please list any additional occupational skills or competencies for which you feel this employee should have been prepared: _____

_____

_____

_____

Please rate this employee on each of the personal qualities listed below. (Circle number 5, 4, 3, 2, or 1 for each statement.)

	Above Average		Average		Below Average
16. DEPENDABILITY: Promptness & reliance in attendance	5	4	3	2	1
17. RESPONSIBILITY: Willingness with which work is accepted and performed	5	4	3	2	1
18. INITIATIVE: Ability to plan and direct own work	5	4	3	2	1
19. JUDGMENT: Ability to make sound decisions . .	5	4	3	2	1
20. COOPERATION: Ability to work in harmony with others	5	4	3	2	1
21. LEADERSHIP: Qualities of understanding people & directing work of others	5	4	3	2	1
22. WORK ATTITUDE: Degree of enthusiasm with which one performs work	5	4	3	2	1
23. COURTESY & FRIENDLINESS: Shows consideration & kindness towards others	5	4	3	2	1
24. PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress & grooming	5	4	3	2	1

5.5a (continued)

V-8

. . .Thank you for responding

CVTAE UW-Stout 5.5a (continued)
734.B2

17. My present hourly wage grouping before deducations is: (Your answer to this question will be used to determine average wages: individual responses will not be reported.)

(1) ____ Under $2.00 per hour
(2) ____ $2.00 to $2.99 per hour
(3) ____ $3.00 to $3.99 per hour
(4) ____ $4.00 to $4.99 per hour
(5) ____ $5.00 to $5.99 per hour
(6) ____ $6.00 to $6.99 per hour
(7) ____ $7.00 to $7.99 per hour
(8) ____ Over $8.00 per hour.

18. You have my permission to obtain data regarding my job performance from my immediate supervisor (employer).

(1) ____ Yes. If checked, please sign here. _____
(2) ____ No. signature of graduate

19. Since leaving high school I have taken further training in: (Check all that apply.)

(1) ____ a vocational school one-year diploma program.
(2) ____ a vocational school two-year associate degree program.
(3) ____ a four-year university program.
(4) ____ an apprenticeship program.
(5) ____ an inservice or on-the-job training program.
(6) ____ I have not taken any further training. (If checked, skip to Item 21.)
(7) ____ Other. PLease identify _____

20. My area or program of study for the training checked in Item 19 is: _____
1 2

21. How do you feel about the vocational training you received at your high school? (Check One.)

(1) ____ I was very unsatisfied. Why? _____
(2) ____ I was unsatisfied. Why? _____
(3) ____ I was satisfied.
(4) ____ I was very satisfied.

22. How would you rate the value of the information you received in career guidance or making a career choice? (Check One.)

(1) ____ Low. I was not helped at all.
(2) ____ Average. I was helped some.
(3) ____ High. I was helped as much as I needed.

23. THIS LAST ITEM IS ONLY FOR THOSE WHO ARE UNEMPLOYED.
(See Item 1, (8) and (9).)

I am presently unemployed because: (Check all that apply.)

(1) ____ I do not have enough occupational training.
(2) ____ The training was not a good choice. I didn't know enough about my interests and abilities.
(3) ____ There is an oversupply of workers in my job field.
(4) ____ I can't make enough money in the job for which I was trained to make it worth working.
(5) ____ I am temporarily laid off from my job but believe I'll be called back soon.
(6) ____ Other. PLease explain _____

Additional Comments: _____

Thank you for responding. Please return this completed survey in the enclosed prepared envelope.

CVTE UW-Stout 5.5b EMPLOYER FOLLOW-UP (SAMPLE)
737.B1

Vocational Education Program Evaluation

To the employer or supervisor of _____
Graduate's Name

Dear Supervisor/Employer,

The above identified person, who is a graduate of our school, has given us permission to contact you.

We are presently conducting a followup study of our graduates in an attempt to measure the effectiveness of our vocational program in preparing competent workers. As a supervisor/employer of one of our graduates you are in a unique position to assist us in this evaluation. Your response will be held in strict confidence and will assist us in revising and updating our program.

Please complete this short questionnaire and return it promptly in the enclosed prepared envelope. You may begin by (a) signing your name and (b) filling in your job title in the spaces provided below, then proceed to answer the following items by checking the appropriate answers. Thank you for your help.

(a) _____ (b) _____
Signature of employer/supervisor Job title

SAMPLE

1. From past experience, would you prefer to hire persons who have had high school vocational training?
   (1) ___ no preference.
   (2) ___ some preference.
   (3) ___ a good deal of preference.

2. From past experience, how would you rate job entry skills of high school vocational graduates as compared to persons who have not had high school vocational training?
   (1) ___ Have not had the opportunity to compare.
   (2) ___ No difference seen in job entry skills.
   (3) ___ Non-vocationally trained persons have a higher job entry skill level.
   (4) ___ Vocationally trained persons have a higher job entry skill level.

3. How would you rate the occupational training of the employee named above for the kind of job held?
   (1) ___ Not at all satisfactory
   (2) ___ Needs some improvement
   (3) ___ Satisfactory
   (4) ___ More than satisfactory

4. How long has this employee been in your employ?
   (1) ___ Less than 6 months.
   (2) ___ 6 months to a year.
   (3) ___ Between 1 and 2 years.
   (4) ___ Between 2 and 3 years.

5. Have you had occasion to change the job status of this employee in any of the following ways? (Check all that apply.)
   (1) ___ no change.
   (2) ___ demotion.
   (3) ___ move to another job not involving promotion or demotion.
   (4) ___ promotion.

6. What has been this employee's attitude toward on-the-job training?
   (1) ___ No training has been offered.
   (2) ___ Negative, resists training.
   (3) ___ Acceptant, but needs prodding.
   (4) ___ Very positive, eager to learn.

. . .please turn page. . .

In general, how adequate was your high school vocational training ... the following situations: (Please circle number 5, 4, 3, 2, or 1 for each statement.)

	More Than Adequate		Adequate		Not Adequate
9. Getting a job	5	4	3	2	1
10. Knowing how to use tools and equipment .	5	4	3	2	1
11. Learning the skills needed for this job .	5	4	3	2	1
12. Getting along with other workers	5	4	3	2	1
13. Being able to talk to the boss about your problems	5	4	3	2	1
14. Working in a supervisory or leadership role	5	4	3	2	1
15. Understanding the value and importance of work.	5	4	3	2	1
16. Understanding in general the U.S. economic system (supply-demand, inflation, recession, etc.)	5	4	3	2	1

17. During my vocational program I was helped to become aware of: (Check all that apply.)

(1) ____ new (emerging) occupations.
(2) ____ male dominated jobs which females now enter.
(3) ____ female dominated jobs which males now enter.
(4) ____ occupations which have many job opportunities.
(5) ____ occupations which are overcrowded with workers and job applicants.
(6) ____ post-high school training opportunities related to my career goal.
(7) ____ job alternatives related to my career goal.
(8) ____ training requirements for related jobs.

18. During my vocational program I filled out a questionnaire or survey about my occupational interests and abilities.

(1) ____ Yes (2) ____ Not sure (3) ____ No

19. Since leaving high school I have taken further training in: (Check all that apply.)

(1) ____ a vocational school one-year diploma program.
(2) ____ a vocational school two-year associate degree program.
(3) ____ a four-year university program.
(4) ____ an apprenticeship program.
(5) ____ an inservice or on-the-job training program.
(6) ____ I have not taken any further training.
(7) ____ Other: _____

20. My area or program of study for the training checked in Item 19 is: _____ [1][2]

21. How do you feel about the vocational training you received at your high school? (Check one.)

(1) ____ I was very unsatisfied. Why? _____
(2) ____ I was unsatisfied. Why? _____
(3) ____ I was satisfied.
(4) ____ I was very satisfied.

22. How would you rate the value of the information you received in career guidance or making a career choice? (Check one.)

(1) ____ Low. I was not helped at all.
(2) ____ Average. I was helped some.
(3) ____ High. I was helped as much as I needed.

23. This last item is only for those who are unemployed. (See item 1, (8) and (9).)

I am presently unemployed because: (Check all that apply.)

(1) ____ I do not have enough occupational training.
(2) ____ The training was not a good choice. I didn't know enough about my interests and abilities.
(3) ____ There is an oversupply of workers in my job field.
(4) ____ I can't make enough money in the job for which I was trained to make it worth working.
(5) ____ I am temporarily laid off from my job but believe I'll be called back soon.
(6) ____ Other. Please explain. _____

5.5b (continued)

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

"CONDUCTING LOCAL FOLLOW-UP STUDIES"
Written by Donald R. Anderson

The author listed above prepared these materials for the Bureau for Vocational and Career Education, Wisconsin Department of Public Instruction.

SECTION VI

6.0 FUNDING

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6.1 HISTORY AND PHILOSOPHY OF FEDERAL FUNDING

The education of the citizens of the United States has been constitutionally reserved to the States. However, this has not prevented the federal government from including an education component in many of its social programs. In the case of vocational education, the federal support commenced in 1917 with the Smith-Hughes Act which was designed to improve farming and nutrition through the improvement of Agriculture and Home Economics Education as a means of increasing the amount of food available for feeding the starving people of war-torn Europe. Changes and expansions in federal support have been enacted from time to time, culminating in the Vocational Education Act of 1963, which reflected a growing national concern for the relatively small portion of the work force comprised of skilled blue-collar workers. As amended in 1976, the Vocational Education Act states:

> It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training . . . It is also the purpose of this part to authorize federal grants to states to assist them--
>
> (1) to extend, improve, and where necessary, maintain existing programs of vocational education,
> (2) to develop new programs of vocational education.
> (3) to develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping. . .
> (4) to provide part-time employment for youths who need the earnings. . . to continue their vocational training on a full-time basis,
>
> So that persons of all ages in all communities of the State, . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. (emphasis added)

Other parts of the Act make it abundantly clear that the federal funds are to be used only for the preparation of people for immediate entry into gainful employment which requires training at less than the baccalaureate level. As vocational education in Wisconsin develops, a more comprehensive view is taken of what constitutes preparation for employment. While federal funding focuses sharply on skill development, the need for graduates to have related attitudes and conceptual understandings has been recognized by this state.

The act also ensures that the special needs of the handicapped and the disadvantaged, including women and those with limited English-speaking ability, are given preferential consideration in the allocation of funds, and that the money is used only for efforts beyond those already being made by the state and local education agencies for providing vocational education. It is also anticipated that the federal funds will attract at least equal amounts of additional state and local fund expenditures for vocational education.

Vocational Education Act funds are allocated through four sub-parts of the Act, each addressing a specific congressional concern. Sub-part 2 requires that those funds be used only for the support of vocational education programs leading to employment. Sub-part 3 provides for services ancillary to sub-part 2, including research exemplary or demonstration projects, curriculum development, educational personnel development, the improvement of guidance and job placement services, and programs to overcome sex bias in vocational education programs. Sub-part 4 provides a limited amount of funding which may be used to totally support special programs for the disadvantaged. Sub-part 5 provides support for programs in consumer and homemaking education.

In addition to the Vocational Education Act, Congress has attempted to build parallel educational activities into other legislation including the Comprehensive Employment and Training Act (CETA), the Youth Employment and Demonstration Project Act (YEDPA), the Education of the Handicapped Act, and the Elementary and Secondary Education Act (ESEA). Each of these Acts carries the requirement that it is to be operated under a plan which has been developed with the assistance of, and in consideration of the activities supported by, each of the other plans. This is substantially a new requirement and imposes considerably increased planning and accountability loads on both state and local educational agencies. However, without this requirement, there would be a great deal of wasted funds due to various agencies accepting federal mandates for serving, in many cases, the same clientele without regard for services provided by other agencies.

6.2 FUNDS AVAILABLE FOR SECONDARY VOCATIONAL EDUCATION

Source

Federal funds are made available for the special support of secondary vocational education programs through the Vocational Education programs provided by the Vocational Education Amendments of 1976, which is Public Law 94-482. According to the provisions of federal law, all vocational education funds are directed to the Wisconsin Board of Vocational, Technical, and Adult Education. A portion of the funds is allocated by the Wisconsin Board to the Department of Public Instruction for the administration and support of secondary vocational education programs.

Prior to July, 1969, federal acts such as the Smith-Hughes and Goerge-Bardon Acts, categorically supported agriculture and home economics programs. Under the provisions of the 1968 Vocational Education Act, federal funds are not designated for use in any of the traditional areas such as agriculture, distributive education, office education, industrial education, etc., but rather are directed toward the specific objectives of JOB TRAINING AND MANPOWER DEVELOPMENT. Each occupational and curriculum area can participate in federal funds to the extent they meet those specific objectives.

Purpose

The Vocational Education Act Amendments of 1976 contain the following:

DECLARATION OF PURPOSE

It is the purpose of this part to assist States in improving planning of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them . . . so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

6.3 GENERAL PROCEDURES FOR PROGRAM APPLICATIONS

ANNUAL APPLICATIONS

A project application is required each year for each funded course, workshop, LVEC, guidance program, or other fundable activity in vocational education. Project applications are submitted using the appropriate form provided by the Department of Public Instruction; these forms are described and illustrated in this section.

The project application establishes several important things: (1) that the program or activity meets, or continues to meet in the case of renewal applications, the requirements of the Wisconsin State Plan for Vocational Education and the comprehensive program requirements as outlined in this handbook; (2) that project expenditures which are to be made are acceptable to the Department of Public Instruction and will be eligible for reimbursement after transactions have been completed.

The project application, when it has been reviewed and approved and assigned a current number by the Department of Public Instruction, begins the audit trail for program and fiscal accounting purposes. A copy of the approved financial portion of all approved applications is returned to the local educational agency as part of the approval procedure. This approved financial portion (Part IV of the form VE-3, for instance) clearly identifies those items that may be purchased in anticipation of subsequent partial reimbursement with federal funds.

The project application must present a complete picture of the program, position, or activity. The application form calls for the basic data required. Applications should be supplemented with whatever additional information will help to give insight into the quality and objectives of the program.

RENEWAL APPLICATIONS

Renewal applications need not have every section of the application completed if the information reported on the initial or previous application continues to be accurate and complete. However, each renewal application for an Occupational Preparation Program(s) must have Part II completed with the name of the teacher, the teaching schedule, etc. whether or not the teacher salary is eligible for funding in that particular year.

APPROVED PROGRAM OBLIGATIONS

Teachers assigned to Occupational Preparation Program(s) must be vocationally certified whether or not Occupational Preparation Program(s) is funded in a given fiscal year. Once an Occupational Preparation Program(s) is approved for funding, it should continue to meet the requirements of the Occupational Preparation Program(s) (including the submitting of enrollment, completion and follow-up reports) whether or not funding is requested in subsequent fiscal year.

Minimum Requirements for Reimbursement Under the Federal Vocational Education Program
(Education Amendments of 1976, Title II (PL 94-482)

1. There must be POSITIVE INDICATION OF NEED for offering a course in the occupational cluster for which students will be given instruction. This need can be substantiated by an analysis of existing labor market data, by a survey, or by letters or statements from employers, employing agencies, unions, apprenticeship committees, post-secondary school officials, advisory committees, counselors, curriculum directors, or experts in the field. Surveys, letters, and statements should relate specifically to jobs available in the occupational area for which training is suggested.

2. An ADVISORY COMMITTEE in the specific occupational area must be appointed and utilized. The members of the committee must have specific orientation to the occupational cluster being served.

3. A FORMAL PLAN which identifies labor market needs and student needs must be developed locally according to the outline provided in this handbook. This formal plan, called the Local Long-Range Plan, must be submitted to the Wisconsin Department of Public Instruction's Bureau for Vocational and Career Education for review and approval. Annually, the plan should be reviewed in its entirety and revised to meet the changing needs of students, business, industry and labor.

4. THE INSTRUCTOR of the final vocational (Occupational Preparation Program(s) course must be vocationally certified.

5. THE OBJECTIVES of the Occupational Preparation Program(s) course must be one or both of the following:

   a. to prepare students for entry-level occupations upon graduation.
   b. to prepare students for further training at less than a baccalaureate degree in a post-secondary vocational or technical school.

6. THE OCCUPATIONAL PREPARATION PROGRAM COURSE must be implemented either through cooperative education or through a sequence of simulated experiences of planned projects.

7. STUDENTS in Occupational Preparation Program(s) courses must record OCCUPATIONAL OBJECTIVES in writing. Only students whose objectives are related to goals of the Occupational Preparation Program(s) course can be permitted to enroll in the course.

8. A plan for AIDING VOCATIONAL PROGRAMS GRADUATES IN FINDING EMPLOYMENT must be initiated if one is not already in operation.

9. Plans must be devised for a FOLLOW-UP STUDY OF GRADUATES of a vocational program in January following their graduation.

10. The services of an approved and certified LOCAL VOCATIONAL EDUCATION COORDINATOR (LVEC) must be utilized on all projects. (effective October 1, 1977)

STATE FUNDS

Although no state funds in Wisconsin are allocated for categorical support of secondary vocational education programs, operational costs are reimbursed by the state in accordance with the state's equalized aid formula. Schools which participate in equalized state aid receive state support on the local expenditures for vocational education operational items. If operational expenditures are reimbursed with federal vocational education funds, the amount received as reimbursement from the federal source is deducted from the expenditure before the state aid percentage is applied.

FEDERAL REPORTING REQUIREMENTS

WITH THE PASSAGE OF PL 94-482, A NEW REPORTING SYSTEM WAS MANDATED. AS OF OCTOBER, 1978, THE DESIGN OF THE SYSTEM HAS NOT BEEN APPROVED BY ALL THE APPROPRIATE INTEREST GROUPS. THEREFORE, DIRECTIONS AND GUIDELINES FOR ENROLLMENT, COMPLETION, FOLLOW-UP (STUDENT AND EMPLOYER), AND TEACHER REPORTS CANNOT BE PROVIDED AT THIS TIME. THESE WILL BE PROVIDED AT A LATER DATE FOR INCLUSION IN THE HANDBOOK.

THE OCCUPATIONAL CODES ARE ALSO UNDER REVISION AND WILL BE SUPPLIED AS PART OF THE ENROLLMENT INFORMATION.

6.4 SUB-PART III OF THE VOCATIONAL AMENDMENTS OF 1976

Sub-part III of the Vocational Amendments of 1976 provides for the support of projects and programs designed to encourage Program Improvement and Supportive Services in Vocational Education. Grants-in-aid may be provided to support:

(1) research programs,
(2) exemplary and innovative programs,
(3) curriculum development programs,
(4) provision of guidance and counseling services, programs, and activities,
(5) provision of pre-service and in-service training,
(6) grants to overcome sex bias.

The mandatory set-asides for disadvantaged and handicapped apply to sub-part III in the same manner as with sub-part II. As a result, twenty percent of all sub-part III funds must be spent on programs for the disadvantaged and ten percent on programs for the handicapped. In addition, twenty percent of all sub-part III funds must be spent for guidance and counseling, job placement, and related programs, with the disadvantaged and handicapped set-asides applying to the guidance funds in the same proportion as the other programs.

Research grants are awarded on the basis of proposals from qualified persons and agencies which are written to address priorities established by the BVALE.

Exemplary and innovative programs are usually awarded to local high schools for the purpose of providing demonstrations of innovative programs, establishing programs based on previous research, or addressing national priorities as identified in the Act. Funds may be granted for high risk experimental programs where there is sufficient evidence of need and evidence of sufficient expertise to provide reasonable assurance that a program will be properly managed. In particular, programs to provide opportunities for persons in sparsely populated rural areas or those who may wish to migrate to urban areas, programs for persons with limited English-speaking ability, programs to establish cooperative arrangements between public education and manpower agencies, and programs for the handicapped are to be addressed.

The development of curriculum and personnel to teach vocational education may be carried out through a variety of workshop or other experiences. The same priorities as those listed for exemplary programs, including the elimination of sex bias from curriculum and teaching methods are of particular importance.

All programs developed to meet any of the above categories must be designed in such a way that there will be substantial impact in a substantial number of classrooms within five years. These funds are primarily availabe to bring about <u>change</u> in vocational education.

6.5 FUNDING OPTIONS FOR SPECIAL PROJECT-SPECIAL NEEDS PROGRAMS (VE-8)

When the supportive services needed by special needs students cannot be, or cannot best be, provided as part of individual vocational courses or when a modified program is called for, funding assistance should be requested on a VE-8 form. These programs are currently being funded for three to five years at attractively high reimbursement rates. The set-aside monies utilized for these services or programs are viewed as a catalyst to the development of new programs; i.e., as "seed" or "demonstration" monies.

School districts are given two options for special project-special needs programs (VE-8) to be funded with set-aside monies. These include:

1) Tentative commitment to five years of funding with a constant reimbursement rate of 50 percent applied to the reimbursable items listed on the financial page each year, or
2) Tentative commitment to three years of funding with a descending rate each year. The first year of reimbursement will be in the 70-90 percent range, the second in the 60-80 percent range, and the third in the 50 percent range.

Reimbursement in excess of 50 percent of the reimbursable cost during any of the three years will depend upon the applicant's ability to demonstrate that the total reimbursement received does not exceed one-half of the total cost of the program. Current legislation limits reimbursement rates on special project-special needs programs to "50 per centum of the cost of programs, services, and activities. . . ."[1] This explains why you will have to demonstrate that the reimbursement you receive does not represent more than half of the total budget for the program being funded. When the reimbursement rate is to exceed 50 percent you must submit a supplementary list (note example) of all actual expenditures of state and local funds that can be attributed to the program. According to 104.301(d) of the Rules and Regulations published in the Federal Register on October 3, 1977, "Only actual expenditures of state and local funds shall be accepted as part of the state's matching and maintenance of effort requirements. This means that in-kind contributions shall not be used as part of the state's matching and maintenance of effort requirements."

State and local funds used to administer a special project-special needs program which are necessary for the proper and efficient performance of the project may also be counted as matching. Although, for example, a portion of a principal's time directly attributable to a special project-special needs program would not currently be fundable, that portion could be used as part of the 50 percent matching required by the Act and should, therefore, be listed. If administrative or other individuals' time is to be used, time sheets indicating actual time spent on these activities should be kept for audit purposes.

That portion of an existing state and/or locally funded staff member's time devoted to a special project-special needs program could also be utilized as matching. Remodeling costs, if directly attributable to the program, would be another example of "actual expenditures," not currently fundable, and would be allowable as matching.

Please complete a supplementary list for each special project-special needs program for which you anticipate a reimbursement on fundable items in excess of 50 percent. Be certain to identify the project to which the list applies. If possible, the fundable portion of first-year programs will be reimbursed at a 70-90 percent level. Second-year programs could be eligible for a 60-80 percent rate, and third-year programs a 50-70 percent rate if sufficient "actual expenditure" matching can be identified. Reimbursement rates on the fundable portion of these projects cannot exceed 50 percent unless this supplementary list of actual expenditures is provided.

---

[1] Except for a small authorization in sub-part IV for "disadvantaged persons in areas of high concentration of youth unemployment and school dropouts" which shall be used "to pay up to 100 percent of the cost of special programs for disadvantaged persons." (104.802(a) and (b) of the Rules)

NON-FUNDABLE COSTS DIRECTLY ATTRIBUTABLE TO A PROJECT MIGHT INCLUDE:

Portion of Administrator's salary

Portion of Special Education Director's salary

Remodeling costs

Rental of additional space

Non-fundable Consultants

Non-fundable materials

Portion of Principal's salary

Portion of Curriculum Coordinator's salary

Non-fundable instructional salary (e.g., a certified special educator who currently is receiving 70 percent state aid and 30 percent local)

Remember, this procedure is only necessary if you elect funding option 2, and you anticipate a reimbursement in excess of 50 percent.

When a special needs student either is not, or cannot reasonably be expected to succeed in an existing Occupational Preparation Program(s) or sequence course, even when provided with a modified vocational education program. Modified programs are intended to provide equal vocational education opportunity for students who cannot profit from the school's other vocational offerings. Although they are "special" programs, the students enrolled in them maintain their entitlement to all other vocational education resources available in the district.

Most of the basic principles of vocational education apply to these students as well as to their peers.

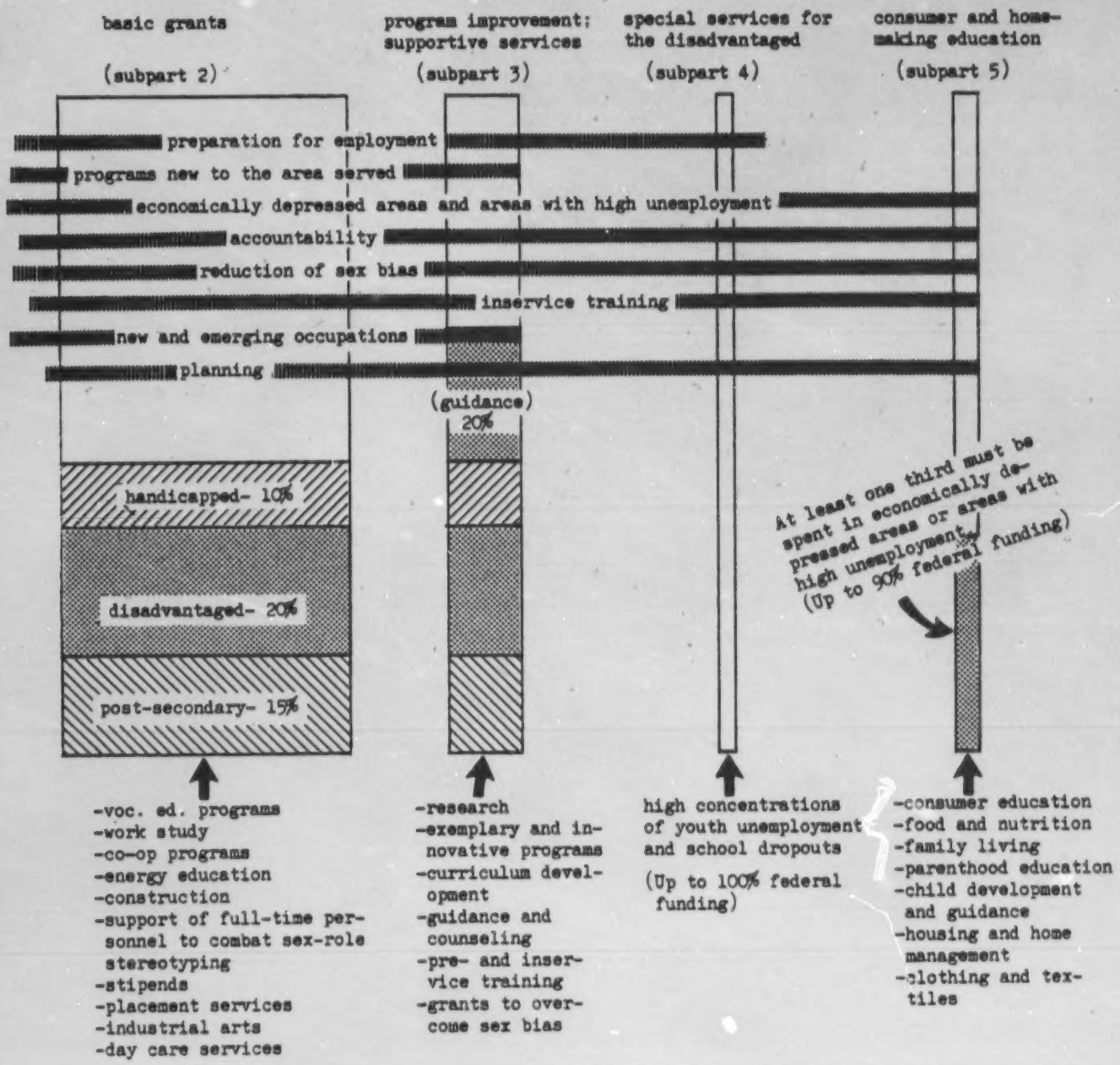
specifications for expenditure

The federal Vocational Education Act of 1976 (public law 94-482, title II)

-is a five-year program, extending through the 1982 fiscal year.

-permits up to 50% federal funding, with two exceptions as shown.

-mandates priorities which state and local education agencies must apply to their federally-supported expenditures. These priorities (from part "A" of the Act,) are shown by the horizontal bars in the diagram below.



Wisconsin Department of Public Instruction
4/24/77

6.7 INDEX FOR DETERMINING FEDERAL FUNDING LEVEL (SECONDARY)
From State Plan For Vocational Education
Revised 5-8-78

		Points
I.	Schools in Economically Depressed Areas	0, 20
	Schools in an economically depressed area as defined by the department of Industry, Labor, and Human Relations are those in communities with lower than average per capita incomes and would receive 20 points and those schools not in an economically depressed area would receive 0 points.	
II.	Relative Ability to Pay	
	Low	20
	Low Average	10
	High Average	5
	High	0
	A scale is developed listing the property valuation per student of each school district ranging from the most property to the valuation to the least. The first one-sixth of the scale, or those schools with the most property valuation per student (high), would receive no points. The next one-third of the scale would be the low average and receive 10-points. The remaining one-sixth of the scale, or those schools with the least property valuation per student (low), would receive 20 points.	
III.	Role Stereotyping	
	A school must identify the number of males and females in all funded projects for the last three years and project the enrollment for the next three years to receive vocational education funds.	0
	A school will receive 5 points for describing procedures to be used to identify sex role stereotyping problems/ concerns within total vocational program with emphasis on program areas	5
	A school will receive 10 points for completing the first two steps and for describing procedures to be used to develop a plan for addressing problems stated above.	10
	A school will receive 15 points for describing proposed sex role stereotyping inservice program based on the need(s) identified above and completing the program by the end of the fiscal year.	15
IV.	Special Needs	
	Special target group--unique, extensive services	15
	Special target group--normal services	10
	Basic program including target group students but less than 50% of class enrollment	5
	Basic Occupational Preparation Program(s) receives 5 points. Occupational Preparation Program(s) in which 50% of the students are either disadvantaged or handicapped and receiving special services receive 10 points. Occupational Preparation Program(s) in which an additional period for special services for these disadvantaged or handicapped students is provided receives 15 points.	
V.	Special Costs	
	High	11
	Average	9
	Normal	7
	Low	5

		Points
	Special costs relate to costliness of a given project; points are cumulative; i.e., a co-op project with $6,500 in hardware and a summer program would receive 11 points.	
	Basic Occupational Preparation Program(s) receives 5 points. Simulation or cooperative Occupational Preparation Program(s) with approved coordination time receives an additional 2 points. Occupational Preparation Program(s) with approved hardware totaling $6,000 or more receives an additional 2 points. Occupational Preparation Program(s) with approved summer salary for vocationally certified teacher receives an additional two points.	
VI.	Manpower	
	Employment needs--surplus to severe need	5, 15
	Basic Occupational Preparation Program(s) receives 5 points. Occupational Preparation Program(s) in Health Care Occupations and/or approved cooperative Occupational Preparation Program(s) receives 15 points.	
VII.	Additional Points for New Projects	
	First-year project	12
	Second-year project	8
	Third-year project	4
VIII.	High Dropout	
	Top one-third above average	10
	Second one-third above average	7
	First one-third above average	4
	Below average	0
	Points are awarded to those school districts with dropout rates above state average.	
IX.	Other	
	Vocational student organization opportunities	0,4,8
	Demonstration projects, pilot projects, or projects for new and emerging occupations	0, 10
	A school will receive 8 points for vocational student organization opportunities if state and nationally affiliated and local program program of work and end-of year evaluation is submitted. A school will receive 4 points if state and nationally affiliated program of work submitted or local programs of work and end-of-year evaluation submitted. A school will receive 0 points if program of work and end-of-year evalution is not submitted not submitted and not state and nationally affiliated, or only program of work submitted, or only dues submitted.	
	TOTAL POSSIBLE POINTS	136

Eligible projects submitted by LEA's are evaluated against this index. Total hours for all projects are then divided into total available dollars which establishes the funding levels for individual projects.

At the secondary level, top proiority is provided to those LEA's with low ability to provide resources, a high number of low income families, and a high dropout area through a combination of points accumulated in categories I-IX. Through the state equalized aid formula, all LEA's have equal per student financing available (adjusted to provide added funding of low ability districts). The above factors merely enhance the ability of low valuation districts with high numbers of low income families to provide additional services to meet the needs of economically and disadvantaged target groups.

Revised 5/8/78

EXAMPLE

Fiscal Year, 1978

SCORE	AMOUNT REQ.	PERCENTAGE RATE OF REIMBURSEMENT	FEDERAL SHARE
0 - 23	--	--	--
24 - 27	17,099	20	3,420
28 - 31	56,750	21	11,918
32 - 33	79,828	22	17,562
34 - 37	243,08[illegible]	23	56,075
38 - 41	378,432	24	90,824
42 - 45	676,301	25	167,075
46 - 49	768,556	26	199,225
50 - 55	1,114,229	27	300,542
56 - 59	560,282	28	156,879
60 - 65	776,110	29	225,072
66 - 70	667,105	30	200,131
71 - 75	421,728	31	130,736
76 - 84	149,038	32	47,692
85 -115	61,949	33	20,443
116 -136	--	--	--
	$5,970,493		$1,630,194

The rate of reimbursement would fluctuate from year to year depending upon the total dollars requested from the LEA's and the amount of money available for distribution.

6.8 PRIORITIES OF EXPENDITURE

Items which are fundable through VEA monies

Priority No. & Level	Description of Expenditure	Expenditure Type
1a	Salary	4
	Extended Contract (Minimum of 80 hours) of a certified LVEC who is employed as an LVEC at least half time.	5
	Salary of steno-clerical help assigned to funded LVEC.	4
1b	Salary	4
	Extended Contract (Minimum of 80 hours) of full-time city supervisor in a vocational subject or disability area under the supervision of a full-time city-wide LVEC when LVEC's are not employed in each high school building in the district. (LVEC license is required by 1980.)	5
1c	Salary of certified teacher for special initial-year planning time.	5
	prerequisite teaching, and Occupational Preparation Program(s) teaching in projects which introduce a new discipline (two-digit code). (Up to three years of funding; see 1g for coordination time funding.)	1
1d	Salary of a certified teacher for special initial-year planning time, or	5
	first-year teaching in projects which introduce a new Occupational Preparation Program(s) course or consumer-homemaking course into discipline already in existence in the school or cluster of schools. (One year only).	1
1e	Salary of a vocationally oriented teacher for special initial-year planning time which introduces a new and emerging occupation or a cluster of occupations in a school or cluster of schools.	5
1f	Salary of a vocationally oriented teacher for time spent in a special project-special needs program (Three years only--must have taken "Issues or Principles of Vocational Education" to be eligible for second and third years of reimbursement.)	1
1g	Salary of a certified teacher of a Occupational Preparation Program(s) (12th grade only), consumer-homemaking program or special project-special needs program for coordination time.	5
1h	Salary of a certified teacher of a Occupational Preparation Program(s) (12th grade only) or special project-special needs program for summer employment/extended contract (minimum of 80 hours). Contract salary for summer employment/extended contract for all certified agriculture teachers (grades 9-12) is included.	5
1i	Costs included in workshop, inservice, special projects special project-special needs program and research in vocational education:	
	Stipends/Extended contract	5
	Consultant fees	4
	Other contracted services	4
	Supplies/Materials	4
	Travel/Lodging/Meals	3
1j	Travel, lodging, and meals for attending DPI-sponsored conferences.	3

Priority No. & Level	Description of Expenditure	Expenditure Type
1k	Salary of the vocationally certified Occupational Preparation Program(s) teacher to provide an additional period (over and above what is minimally required for a "regular" program) of related Occupational Preparation Program(s) instruction as a supportive service for students who are currently enrolled in the Occupational Preparation Program(s), but who could not succeed without these special services.	1
1l	Salary, on an ongoing basis, of a certified Occupational Preparation Program(s) teacher for the second hour of a two-hour block in a simulated Occupational Preparation Program(s) when at least 25% of those enrolled are bonafide handicapped or disadvantaged students (maximum enrollment of 22 students--supportive services to be provided for the special needs students must be listed in Part I, #7.	1
1m	Salary of a paraprofessional or skilled technician while directly assisting with instruction in a Occupational Preparation Program(s), consumer-homemaking program, or special project-special needs program under the supervision of a licensed teacher.	1
1n	Transportation of students in a Occupational Preparation Program(s), consumer-homemaking program or special project-special needs program to a classroom (major meeting place) which is not within a school district's boundaries. Submit a separate application for this item on a VE-7. (This does not include field trips.)	3
2a	New equipment, special furniture or furnishing to provide instruction in an approved program (project) including the rental of equipment normally purchased and which leads to ownership. (Does not include replacement of vocationally funded items nor does it include any equipment for agriculture/agri-business programs/project.)	2
2b	Special/supplementary materials required for instruction in a Occupational Preparation Program(s), consumer-homemaking program or special project-special needs program.	4
2c	Local travel for a certified LVEC, approved city supervisor (see 1b), counselor, coordinating teacher of a cooperative education or coordinated/simulation Occupational Preparation Program(s) course, consumer-homemaking program, or special project-special needs program.	3
2d	Materials needed to provide vocationally oriented basic or remedial instruction to students with special vocational education needs in order to prepare them to succeed in a "regular" vocational program.	4
2e	Procurement and processing of special tests and materials used in a vocational guidance or special project-special needs program directly related to career development and/or job placement.	4
2f	Short-term rental of equipment for an Occupational Preparation Program(s) or special project-special needs program which will not be purchased or owned by the district (maximum of three months per year).	2
2g	Costs for approved personnel (other than teacher identified on the submitted project) for special planning time related to vocational education programs including consumer-homemaking programs:	
	Salary or fees	5
	Travel/Meals/Lodging	3
3a	Costs of services which assess and evaluate occupational interests and aptitudes of students in a special project-special needs program.	4

Priority No. & Level	Description of Expenditure	Expenditure Type
3b	Salary of a certified teacher for initial teaching year following a funded special initial-year planning time in projects which introduce a new Occupational Preparation Program(s) or consumer-homemaking course into a discipline already in existence in the school or cluster of schools. (Applicable only if additional staff time is required to implement course.)	1
3c	Rental of facilities required in an Occupational Preparation Program(s) or special project-special needs program. (Up to three years.)	4
3d	Special audiovisual equipment required in an Occupational Preparation Program(s) course, consumer-homemaking program, or special project-special needs program to augment unique phases of instruction if the equipment is placed in and retained in the Occupational Preparation Program(s) course or program classroom.	2

Special Notes and Requirements

1. A local maintenance of effort requirement must be met by all school districts to satisfy the federal regulations relating to the vocational education legislation.

2. Any item of expenditure category not included in the above list cannot be approved for reimbursement with federal vocational education funds.

3. On first- and second-year projects, equipment costing less than $50 per unit will not be approved. On renewal projects, equipment costing less than $150 per unit will not be approved. Limitations do not apply to special resource materials approved by supervisors in each program area under established written guidelines.

4. Contracts with vocational-technical schools or other public institutions other than secondary schools which offer vocational-technical programs for Occupational Preparation Program(s)-level instructional programs which cannot feasibly be offered in a high school or cluster of schools are reimbursable; however, only those items that are consistent with the priorities of expenditure are fundable. Please use the appropriate priority of expenditure when completing the financial summary.

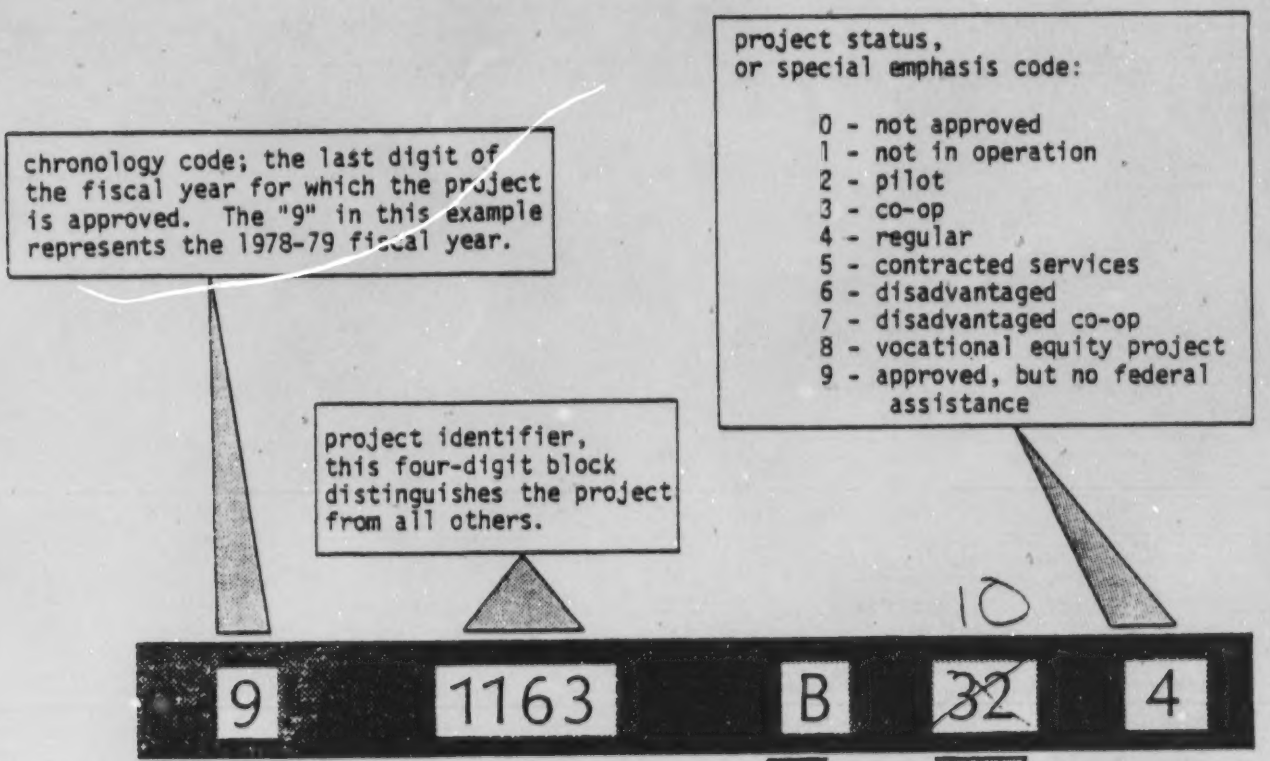
5. The above priorities and requirements will be effective with projects approved for FY 80 funding.

6. Priority 1i includes inservice training for teachers, counselors, and administrators to achieve national priorities, such as role stereotyping, etc.

7. A separate application must be submitted for each Occupational Preparation Program(s) course.

*Expenditure Type--(1) in-class instructional salary, (2) equipment, (3) travel, (4) LVEC salary, consultant fees, materials, etc., (5) planning time, extended contract, and coordination time.

6.9 Project number and letter codes


project status,
or special emphasis code:
0 - not approved
1 - not in operation
2 - pilot
3 - co-op
4 - regular
5 - contracted services
6 - disadvantaged
7 - disadvantaged co-op
8 - vocational equity project
9 - approved, but no federal assistance
chronology code; the last digit of the fiscal year for which the project is approved. The "9" in this example represents the 1978-79 fiscal year.
project identifier, this four-digit block distinguishes the project from all others.
10
9
1163
B
32
4

vocational discipline code; this letter identifies the curricular area:

- A - agriculture/agribusiness
- B - business and office education
- C - English proficiency
- D - disadvantaged
- E - exemplary
- G - guidance & counseling
- H - consumer home economics
- J - personnel development
- K - "W E C E P"
- L - curriculum development
- M - marketing & distribution
- N - health care occupations
- P - job placement
- Q - vocational equity
- R - research
- S - handicapped
- T - trade and industry
- V - "L V E C" (local vocational education coordinator)
- W - wage-earning home economics
- X - miscellaneous
- Z - transportation

numeric curriculum code, for use in data management at state and federal levels

6.10

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

CONSUMER-HOMEMAKING EDUCATION APPLICATION

PI-1S-VE-1 (Rev. 1-78)

Submit in duplicate.

☐ New ☐ Renewal

PART I. LOCAL PLAN FOR CONSUMER-HOMEMAKING EDUCATION PROGRAM

Cty & Loc No.	CESA	VTA	School Name	Prior App. (If any)	App. No. (Leave blank)

1. Describe Advisory Committee (Titles of Members, Business Association, etc.)

Date Committee Approved This Program

Frequency of Committee Meetings

Date of Last Meeting

2. Objectives of This Program

3. Estimated Enrollment in the Total Consumer-Homemaking Education Program

This Year Next Year In Three Years

4. Date the Consumer-Homemaking Education Program Will Begin

5. Identify Any Particular Target Group Which Will Be Served By This Program:

☐ Potential Dropouts ☐ Low Ability Students ☐ Physically Handicapped Students

☐ Dropouts ☐ Economically Disadvantaged Students ☐ Other Disadvantaged Students

6. Describe Special Services or Activities to Be Provided for Target Groups Checked in Part 5

FINANCIAL SUMMARY (Summary of Part IV)

ITEM	EXPENDITURE TOTALS FOR FY ____ Requested	Approved
Salaries		
Equipment		
Other		
TOTAL		

Reimbursement Rate: _____ %

Approved (State Coordinator) | Date Approved

Certification of the Assurance of the Compliance Under Civil Rights Act Filed: | Date

I Certify that Additional Salary Expense Has Been or Will Be Incurred Due to This New Course Offering: | Initials of Supt.

The Board of Education, in making application, agrees to comply with the Federal and State regulations in such matters as:

1. Maintenance and auditing of fiscal records
2. Submission of necessary reports to the State Superintendent
3. Assurance that, to the best of its knowledge, all items requested are approvable according to the state plan.
4. Assurance that no part of the possible purchases requested for approval shall originate in or be exported from a communist country.

Signature (Head Administrator) | Date of Application

INSTRUCTIONS FOR WRITING A PROGRAM NARRATIVE: Include two typed copies with this application. Number each page consecutively. Clearly identify each section by number and title. Reports and materials available in the school district which relate to the local plan for vocational education may be incorporated into sections of this narrative as appendices. Follow the format as closely as possible; however, include any other pertinent items so that this narrative reflects the innovativeness of the local situation as accurately as possible.

SEC I. Philosophy of Education

A. State the philosophy on which the program of education in the school district is based.

B. State the philosophy upon which the Consumer-Homemaking program is to be based.

C. State the long-range goals of Consumer-Homemaking Education program.

D. State the immediate goals of Consumer-Homemaking Education program.

SEC II. Staff Involvement

Show by chart or some other descriptive means the staff who will be involved in the administration and implementation of the program.

SEC III. Community Resources

A. Describe procedures for selection of advisory committee members. Describe the plan for rotation of members, frequency of meetings, etc.

B. Describe provisions made for working with community organizations which are related to Consumer-Homemaking Education. These may include local merchants, banks, credit unions, savings and loan representatives, Better Business Bureau, as well as local vocational, technical, and adult education personnel and/or appropriate agencies.

SEC IV. Population Analysis

A. State present enrollment and projected enrollment in 3 years for grades 7-12 by grade level.

B. Give current and 3-year projection estimates:

% of graduates who enter 4-year colleges
% of graduates who complete 4-year colleges
% of graduates who enroll in post-high school vocational-technical programs
% of students who drop out: 9-12

C. Show the number of students now enrolled in each of the following categories. Indicate whether the number in each category is expected to increase or decrease in the next three years.
Physical handicap, Mental or emotional handicap, Disadvantaged - migrant worker, NYC, and other.

SEC V. Present Program Status

A. Describe the status of the Consumer-Homemaking teaching personnel. Include degree(s), granting institution(s), and relevant course work in pre-service and in-service education.

B. Describe status of teaching personnel in fields of study other than homemaking who will be involved in planning new programs. Include the same information as in A above.

C. Describe to what extent Consumer Economics Education is included in the present programs of Homemaking Education, Business and Office Education, Social Studies and others.

SEC VI. Program Plan

A. Indicate procedures and plans for the development of course outlines, curriculum guides, and other instructional materials.

B. Describe how this will be integrated into the present curriculum, i.e., regular school year, evening classes, Saturday classes, summer school classes.

C. Indicate how FHA, 4H, etc., activities can be integrated into the program.

SEC VII. Articulation of Programs

Describe how Consumer-Homemaking program is related to or articulated with those offered at the post-high schools and to adults. Identify the name of the area vocational, technical, and adult school to which programs developed in this district relate. Include references to any formal program structure which helps to accomplish this articulation.

SEC VIII. Evaluation Activities

Describe the methods which will be employed to evaluate the total program of Consumer-Homemaking Education both annual and on-going.

PART II SEQUENTIAL CURRICULUM PLAN

1. C-HE and Related Course Titles	Grade Level(s)	Minutes Per Day	Days Per Week	No. of Weeks	When will course be offered	Teacher(s)

2. Describe the Classroom and/or Laboratory Available for This Program.

PART III TEACHER PLAN (ONE FOR EACH TEACHER)

Teacher's Name	License	Teaching Contract Salary	% directly related to C-HE program	Amt. Chargeable

1 Class Period	2 Subject, Administrative Duties, or Other Assignments	3 Minutes Per Day	4 Days Per Week	5 Total No. of Students	6 Comments
1					
2					
3					
4					
5					
6					
7					
8					

7. Extended Contract (Nature of duties and period covered. Required for cooperative education program.)

Basic Salary	% C-HE	Amt. Chargeable

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application.
Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
			TOTAL REQUESTED						

9. EXPENDITURE TOTALS FOR FY		
Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Travel		
04. Other Salaries, Materials, etc.		
TOTAL		

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv. ☐ Hdcp. ☐ Part F, Disadv.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use 14. PROJECT RATING	
I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

6.12 INSTRUCTIONS FOR VOCATIONAL EDUCATION APPLICATION (PI-IS-VE-2)

Form PI-IS-VE-2 is used to request funds for a local vocational education coordinator or supervisor.

In determining the percent of salary chargeable to the LVEC function, it is necessary to consider other duties assigned to the LVEC. An LVEC who is "two-thirds" teacher cannot be more than "one-third" LVEC. The number of classes or other duties assigned to the LVEC must be compared with the workload normally assigned to teachers. The percent of workload for non-LVEC duties is calculated on that basis; the balance of time is then chargeable to the LVEC function. Such things as preparation time and lunch should not be included in the computation.

A city supervisor in a vocational subject or disability area is fundable when:

a) under the supervision of a full-time, city-wide LVEC (when LVEC's are not employed in each high school building in the district
b) employed full time

Effective July 1, 1979, an approved city supervisor must also be certified as a local vocational education coordinator.

LVEC's serving more than one school should list the schools served and percentage of time for each school. This would include any schools and junior high schools that he/she deals with even though they do not have funded programs.

An LVEC is required to have a minimum of eighty hours extended contract so that he/she can organize programs for the following year, order equipment, submit final claims and reports, etc.

The financial plan should list, where applicable, the amount chargeable for:

salary
salary for extended contract
secretarial services
DPI-called conferences
travel

The dates of service must be identified for each of these line items. Items that are not reimbursable are such things as office equipment, telephone calls, postage, etc.

To be eligible for VEA funds, and LEA must have the services of a certified LVEC for a minimum of one period per day with an extended contract of eighty hours. The extended contract requirement is waived if the LVEC is an agriculture instructor that is employed on a twelve-month contract.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION APPLICATION
PI-IS-VE-2 (3-74)

6.13

Send to:
Bureau for Career & Manpower Development
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

VI-21

INSTRUCTIONS: Prepare in duplicate. Submit original only. Use additional sheets if necessary.

VOCATIONAL COORDINATION AND ADMINISTRATION

☐ NEW ☒ RENEWAL

SUPPLEMENT TO LOCAL PLAN FOR VOCATIONAL EDUCATION

County & LEA No.	School	Prior App. No. (If Any)	App. No. (Leave Blank)
99 | 9999	Jacksonville	8-1802 | V	|

1. NAME of LVEC or SUPERVISOR	TEACHING LICENSE(S) HELD	YEARS OF TEACHING	YEARS OF ADMIN.
John None	255 281	10	5

2. LVEC LICENSE	BASIC SALARY	% LVEC	AMOUNT CHARGEABLE
☐ One Year ☐ Three Years ☒ Five Years ☐ Applied For	18,000	50	9,000

3. SCHEDULE OF DUTIES (If on a module schedule, please attach supplementary sheet)

CLASS PERIOD	SUBJECT, ADMINISTRATIVE DUTIES, OR OTHER ASSIGNMENTS	MINUTES PER DAY	DAYS PER WEEK	COMMENTS
1	Bookkeeping	55	5	
2	Office Procedures	55	5	
3	Coordination	55	5	
4	Preparation / Lunch	55/30	5/5	
5	LVEC	55	5	
6	LVEC	55	5	
7	LVEC	55	5	

4. INDICATE AVERAGE NUMBER OF CLASS ASSIGNMENTS PER VOCATIONAL TEACHER.
5

5. LIST SCHOOLS SERVED:
Jacksonville

6. EXTENDED CONTRACT (nature of duties & period covered)	SALARY	% LVEC	AMOUNT CHARGEABLE
Order equipment, Summer Conference, Coordinate and develop vocational programs. 4 weeks	1,600	100	1,600

7. STENO-CLERICAL ASSISTANCE NAME	HOURS WORKED	AMOUNT PAID
Audrey Drum	30 hrs./wk.	$6,500

8. FINANCIAL SUMMARY

PRIORITY NO.	DESCRIPTION OF ITEM	PERIOD OF SERVICE OR PERFORMANCE	TOTAL COST	ITEM
1a	LVEC r[illegible]			
1a	LVEC extended contract			
2b	Local travel			
4a	Secretarial [illegible]			4
2k	DPI sponsored conferences			5

OBSOLETE

EXPENDITURE TYPE (01) ____ + (03) ____ = TOTAL

DATE APPROVED	APPROVED (State Coordinator)	PROJECT SCORE	% REIM.	SUBMITTED BY: (SIGNATURE – Head Administrator)
				Jonathan Wright

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
	Jacksonville	Jackson	J None

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type *Check* Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
1a		1/2	Regular Contract	Aug. 28, 1978 June 1, 1979				$9,000	1
1a			Extended Contract	Aug. 7-18, 1978 June 4-15, 1979				1,600	2
1a			Audrey Drum Secretarial Services	August 28, 1978 June 15, 1979				6,500	3
2c			Local Travel	August 7, 1978 June 15, 1979				1,000	4
1j			DPI-called Conferences	August 7, 1978 June 15, 1979				500	5
				TOTAL REQUESTED				18,600	

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	*For DPI Use* Amount Approved
01. Instructional Salaries	--	
02. Equipment	--	
03. Travel	1,500	
04. Other Salaries, Materials, etc.	15,500 ~~1,600~~	
TOTAL	18,600	

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12 *For DPI Use* Type
☐ Disadv ☐ Hdcp ☐ Part F Desr

13 *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
VOCATIONAL EDUCATION APPLICATION
PI-IS-VE-3 (Rev. 1-78)

INSTRUCTIONS: Prepare in duplicate. Submit original only. Must be filled out completely. Do not make reference to previous applications.

Leave Blank

SUPPLEMENT TO LOCAL LONG-RANGE PLAN FOR VOCATIONAL EDUCATION

CAPSTONE COURSE:	☒ REGULAR ☐ SPECIAL NEEDS	☐ NEW ☒ RENEWAL	APPLICATION DATE	PRIOR APP. NUMBER (IF ANY)
			May 7, 19 79	0-2407/A113

CO. & LEA NO.	CESA	SCHOOL OR AGENCY NAME	CITY	TITLE OF COURSE
12 4621	8	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

1. MINUTES OF THE PROGRAM'S MOST RECENT ADVISORY COMMITTEE MEETING MUST BE ATTACHED. PLEASE INCLUDE A LIST OF THE MEMBERS AND THE INTERESTS THEY REPRESENT.

2. FOR RENEWAL COURSES, PROVIDE THE FOLLOW-UP INFORMATION FOR LAST YEAR'S CAPSTONE COURSE GRADUATES. NUMBER OF STUDENTS:

- 7 Employed full time in area of preparation or a related area.
- 2 Employed full time in area unrelated to preparation.
- 1 Continuing education in related area of preparation—4-year school.
- 2 Continuing education in related area of preparation—1- or 2-year school.
- - Continuing education in area unrelated to preparation.
- 1 Unemployed, seeking work.
- 1 Other, not seeking work.

3. MAJOR PERFORMANCE OBJECTIVES OF THIS CAPSTONE COURSE. ESTIMATE PERCENT OF STUDENTS:

- 75 % Prepare labor market entrants.
- 25 % Prepare for post H.S. program at less than baccalaureate level.
- ___ % Other (Specify) _____

4. DOES CURRENT MANPOWER DATA INDICATE A NEED FOR OFFERING THIS COURSE? ☐ YES ☐ NO

5. GIVE TITLES AND NUMBERS OF OCCUPATIONS PREPARED FOR—USE 6 DIGIT OE CODES AND NAMES AS FOUND ON PAGES 3-7 TO 3-9 IN THE LVEC HANDBOOK.

01.01	Agr. Production	01.04	Agr. Products	01.07	Forestry
01.02	Agr. Supplies	01.05	Ornamental Horticulture		
01.03	Agr. Mechanics	01.06	Agr. Resources		

6. IDENTIFY BY NAME THE PRIMARY GEOGRAPHIC LABOR MAR[illegible] WHICH GRADUATES OF THIS COURSE WILL PROBABLY GO.

Yellowstone and Fergus Counties

SAMPLE

7. IF YOU WISH TO RECEIVE CONSIDERATION [illegible]VING STUDENTS IN THE CAPSTONE COURSE WHO ARE IDENTIFIED AS HANDICAPPED OR DISADVANTAGED, PLE[illegible].

1) CHECK THE "SPECIAL NEEDS" BOX AT THE TOP OF THIS PAGE.
2) ATTACH A DESCRIPTION OF SERVICES, ACTIVITIES, OR RESOURCES PROVIDED FOR THESE STUDENTS WHICH WOULD NOT BE AVAILABLE IN A REGULAR PROGRAM.
3) FILL IN THE FOLLOWING INFORMATION WHICH CAN BE VERIFIED IN CASE OF A LOCAL PROGRAM AUDIT.

INDICATE THE NUMBER OF STUDENTS IN THIS COURSE WHO ARE:	DISADVANTAGED	HANDICAPPED
9 REGULAR	___ Potential or actual dropouts.	___ Mentally retarded.
5 DISADVANTAGED	3 From poverty families.	___ Hard of hearing.
1 HANDICAPPED	1 Members of minority groups.	___ Deaf.
(Do not count students in more than one category)	1 Underachievers.	1 Speech impaired.
	___ Borderline I.Q.	___ Visually handicapped.
	___ Other. (Specify) _____	___ Seriously emotionally disturbed.
	(You may list several categories for each student if appropriate.)	___ Crippled.
		___ Special learning disabilities.
		___ Other. (Specify) _____

THE BOARD OF EDUCATION AGREES TO COMPLY WITH THE FEDERAL AND STATE REGULATIONS IN SUCH MATTERS AS:

1) MAINTENANCE OF EFFORT IN TERMS OF THE LEA'S SHARE OF EXPENDITURES.
2) MAINTENANCE AND AUDITING OF RECORDS IN SUCH A WAY AS TO AVOID THE COMMINGLING OF VEA & OTHER FEDERAL FUNDS.
3) SUBMISSION OF NECESSARY REPORTS.
4) PROVIDING THE INFORMATION ON THIS APPLICATION TO THE BEST OF THEIR KNOWLEDGE.

	(SIGNATURE also Part IV, initials if applicable)	(NAME TYPED)	DATE
HEAD ADMINISTRATOR	Bernie Doucette	Bernie Doucette	5-7- 79
LVEC	Ann Cooledge	Ann Cooledge	5-5- 79
CAPSTONE TEACHER	Joe Schield	Joe Schield	5-7- 79

1. CAPSTONE TEACHER'S NAME	SALARY	DATES	REIMBURSABLE FRACTION	AMOUNT CHARGEABLE
Joe Schield IF A SUMMER CONTRACT IS PROVIDED, PLEASE LIST THE NATURE OF DUTIES PERFORMED DURING THIS FISCAL YEAR. (Cooperative programs require a summer contract see co-op guidelines.) Home visits, individual instruction of students, program development, inservice, training stations, local and state fairs, work on curriculum, etc.	9 Month Contract $ 9,000	From 9-1-79 To 6-10-80	3/4	$ 2,572
	Summer Contract $ 4,000	From 7-1-79 To 9-1-80 From 6-10-80 To 6-30-80	1/1	$ 4,000

2. CAPSTONE TEACHER'S ANTICIPATED DAILY SCHEDULE FOR SCHOOL YEAR IN WHICH THIS PROJECT WILL OPERATE.

(A) CLASS PERIOD	(B) SUBJECTS TAUGHT, ADMINISTRATIVE DUTIES, OR OTHER ASSIGNMENTS.	(C) MINUTES PER DAY	(D) DAYS PER WEEK	(E) EST. NO. OF STUDENTS
1	Preparation	50	5	-
2	Agriculture Survey	50	5	23
3	Animal Science	50	5	18
4	Ornamental Horticulture	50	5	15
5	Crop and Soil Science	50	5	20
6	Agribusiness Mgt. (Related Class)	50	5	15
7	Coordination	50	5	15
8	Coordination	50	5	15

NOTE: 1) PLEASE LIST ANTICIPATED SCHEDULE FOR THE YEAR IN WHICH PROGRAM WILL OPERATE. SUBMIT CHANGES WHEN THEY ARE AVAILABLE.
2) FOR MODULAR OR VARIED SCHEDULES, ATTACH A SUPPLEMENT PROVIDING ALL INFORMATION REQUESTED IN (A) THROUGH (E) ABOVE. LABEL EACH PERIOD INCLUDING PREPARATION TIME.
3) DISTINGUISH BETWEEN PREPARATION AND COORDINATION PERIODS. DO NOT LIST COORDINATION TIME BEYOND THE REGULAR SCHOOL DAY (STUDENT-ATTENDED PERIODS).

3. DESCRIPTION OF VOCATIONAL CAPSTONE PROGRAM

	COURSE TITLE	MINUTES PER DAY	DAYS PER WEEK	NO. OF WEEKS	EST. ENROLL. BY GRADE 9	10	11	12	Teacher's Name (Dist. Ed. Only)
CAPSTONE	Agribusiness Mgt.	50	5	36	-	-	-	15	
PREREQUISITES (REQUIRED)	Agr. Survey	50	5	36	23	-	-	-	
	Crop & Soil Science	50	5	36	-	-	20	-	

LIST OTHER RELATED VOCATIONAL COURSES AVAILABLE BUT NOT REQUIRED.
Animal Science, Horticulture, Marketing, Dairy Science, Agr. Mechanics

4. CHECK LOCAL STUDENT GROUP WHICH WILL BE PART OF THE TOTAL VOCATIONAL EDUCATION PROGRAM:

- ☐ DECA — DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
- ☐ FBLA — FUTURE BUSINESS LEADERS OF AMERICA
- ☒ FFA — FUTURE FARMERS OF AMERICA
- ☐ FHA-HERO — FUTURE HOMEMAKERS OF AMERICA-HOME ECONOMICS RELATED OCCUPATIONS
- ☐ VICA — VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
- ☒ JDA — OTHER _____

PART II continued

5. HOW WILL STUDENT GROUP SUPPLEMENT THE CAPSTONE PROGRAM:

Leadership development activities, awards program in competitive events, citizenship activities, community activities, etc.

6. ATTACH A DESCRIPTION OF THE CLASSROOM LABORATORY FOR THIS PROGRAM. (REQUIRED FOR NEW PROGRAMS AND WHEN THE CLASSROOM HAS BEEN CHANGED SIGNIFICANTLY SINCE LAST APPLICATION.)

7. ATTACH CAPSTONE COURSE OUTLINE INCLUDING TEXTS AND OTHER RESOURCE MATERIALS. (REQUIRED FOR ALL PROGRAMS ANNUALLY.) (Only for new programs in agr. or if changed from previous year)

PART III

COOPERATIVE PROGRAMS

COMPLETE THIS PART ONLY IF STUDENTS ARE PLACED ON JOBS AS A COURSE REQUIREMENT

1. NUMBER OF CAPSTONE STUDENTS THAT WILL BE PLACED ON JOBS AS A COURSE REQUIREMENT: 15

2. NUMBER OF SCHOOL CREDITS TO BE GIVEN FOR ON-THE-JOB TRAINING: 1

3. NUMBER OF TIMES PER MONTH THAT WORK STATIONS WILL BE VISITED BY TEACHER: 2

4. ARE STUDENTS RECEIVING AT LEAST THE MINIMUM WAGE? Yes x No _____
IF NO, WHAT PROVISIONS ARE BEING MADE IF SUB-MINIMAL WAGE IS PAID?

5. AVERAGE NUMBER OF HOURS PER WEEK THAT STUDENTS SPEND:

	5-DAY WEEK	WEEKEND	NUMBER OF WEEKS
ON JOB	15	-	33
IN SCHOOL	25	-	36
TOTAL	40	-	-

(NOTE: TOTAL IN-SCHOOL AND ON-JOB HOURS MUST NOT EXCEED 40 HOURS PER 5-DAY WEEK NOR 48 HOURS IF STUDENT ALSO WORKS WEEKENDS.)

6. DESCRIBE HOW THE ON-THE-JOB TRAINING WILL BE RELATED TO THE CLASSROOM INSTRUCTION.

Through a training plan written for each student, visits to employer, discussion of problems that occur on the job, student, employer, teacher conferences, and advisory meeting.

7. LIST COORDINATION ACTIVITIES IN ADDITION TO WORK STATION VISITATIONS.

Home visitation
Individual instruction
FFA activities
Public relations activities
Placement activities
Advisory committee meetings
Updating teaching and resource material

8. WILL THERE BE ANY INNOVATIONS OR VARIANCES FROM COOPERATIVE EDUCATION STANDARDS?
Yes _____ No x IF YES, PLEASE DESCRIBE?

9. ATTACH A COPY OF THE TRAINING AGREEMENT AND SAMPLE COMPLETED TRAINING PLAN. (REQUIRED FOR NEW PROGRAMS AND WHEN THERE IS A SIGNIFICANT CHANGE.)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
FI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application.
Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
0-2407 A 123	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No
1h			Joe Schield 2/7	9-1-79 6-10-80				2572	1
1h			Joe Schield-ext. contract	7-1-79-9-1-79 6-10-80-6-30-80				4000	2
2c			Joe Schield - travel					750	3
1j			DPI called conferences					250	4
2b	1	390	Basic Meat Cuts - model					390	5
2b	1	250	Slide Set - Judging Cattle					250	6
2b	1	200	Resource Material					200	7
2a	1	180	Wilton Vise					180	8
2a	1	620	Electrical Demo Rack					620	9
2a	2	430	Power Mech. Benches, 10'x24'					860	10
2a	1	1672	Snap on Tool Set					1672	11
2a	1	300	Power Washer					300	12
2a	1	250	Sander					250	13
				TOTAL REQUESTED				12294	

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries	2572	
02. Equipment	3882	
03. Travel	1000	
04. Other Salaries, Materials, etc.	4840	
TOTAL	12,294	

10. FIRST YR PROJECT CERTIFICATION

Only for classroom projects requiring classroom time salary.

I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.

Initials of Head Administrator

For DPI Use

11. REIMBURSEMENT RATE

12. *For DPI Use* Type
[ ] Grants [ ] Disp. [ ] Part I, Disp.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use 14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

6.17 CHECKLIST FOR VE-3 APPLICATION

_____ 1. Is all pertinent information completed on first page?

_____ a. Are minutes of the advisory committee attached?

_____ b. If special needs box was checked, have you completed #7 - 1, 2, 3?

_____ 2. Are all three signatures included - administrator, LVEC and instructor?

3. On page 2:

_____a. Is teacher's name included?

_____b. Is the salary divided - regular school year and summer contract? Remember not to include fringe benefits.

_____c. Are the dates of employment correct? Remember that summer employment is July, August of current year and June of the following year.

_____d. Is teacher's schedule filled out? This is an absolute necessity in order to process form. (If modular scheduling is used, send schedule for entire cycle.)

_____e. Is coordination time clearly indicated? Is reimburseable fraction completed? Only coordintion time is funded. A prep period is not reimburseable but must be provided.

_____f. Is student organization checked? Is senior level course indicated?

_____g. Is #3 completed including minutes per day, days per week, number of weeks, and estimated enrollment?

4. On page 3: (Send junior year curriculum for distributive education programs to alleviate deficiencies in senior year curriculum.)

_____a. Is question 5 completed?

_____b. Items 6 and 7 need to be compiled with under certain conditions.

_____c. If you have a co-op program, are all questions answered? If not a co-op, please leave blank.

5. On Financial Plan:

_____a. Have you filled in priority numbers, quantity, unit cost, name, proper dates, total costs and item numbers? (Remember - no equipment on the vocational agriculture VE-3.)

_____b. Is your total correct? Is it broken down in Item 9 - Expenditure Totals for FY?

_____c. Are dates for rental items included?

_____d. If supplementary/resource materials are requested, is there a detailed list attached?

6.18 APPLICATION INFORMATION VEA-COUNSELING AND GUIDANCE

Directions for completion of a project proposal applcation for funding consideration are enclosed. Complete all necessary forms and attachments. Submit an original and two copies to:

Ruel Falk, Director
Bureau for Vocational and Career Development
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, WI 53702

Proposals are to be developed within the framework of a basic guidance program designed to meet locally identified needs to be served by the program. The basic program of guidance and counseling involves the process of consulting and coordinating K-12. The program is comprehensive and developmental, is K-12, and is implemented through the curriculum and through specialized approaches. Orientation, information, appraisal, placement, follow-up, follow-through, referral, and research activities are included in the program. The vocational and career development aspects of the basic guidance program are an inclusion for which assistance will be provided to acceptable proposals.

Processing the Application

Your proposal application will be reviewed to determine its completeness and whether your district meets the minimum eligibility requirements for possible funding. These minimum requirements include:

1. the application is postmarked on or before the deadline date: the application follows the prescribed procedures as outlined for the completion of the proposal;
2. it is highly relevant to guidance and counseling;
3. each counselor in an operational program is certified and the assigned load is a counselor to pupil ratio of 1:425 or less for a full-time equivalent assignment;
4. the district has not submitted a similar application for funding under other state or federal programs;
5. It merits consideration as judged by DPI staff consultants; and
6. the district meets the minimum standards for eligibility as set forth in the State Plan for Vocational Education.

If some parts of the proposal need change or clarification to meet the intent or requirements of the Vocational Education Act (as amended) it will be recommended for approval pending successful negotiation of items under consideration. This is termed approve-hold.

If sufficient funds are not available for all approved projects the proposal will be placed in hold until funds are available or until the next proposal application deadline.

The Funding Chart

All approved applications will be issued an official notification which, in effect, is the contract setting for the level of funding and operational dates for project activities. The LEA is expected to fulfill its contractual agreements as described in the proposal application.

The percent of reimbursement of the approved budget to the district will range from 30% to 50% for operational grants and up to 90% for planning grants (for Districts who participated in the Program Development Workshops, Spring, 1979). Each proposal will be rated on a point system assigned to such criteria as: proposal indicates clearly how guidance and counseling needs were defined; proposal is designed to adequately meet the stated need(s); objectives are clearly stated; the procedures and methods to be utilized in achieving the objectives are appropriate and adequate; proposal shows evidence of counselor involvement in its planning and implementation; there is evidence needs of pupils, staff and parents will be met through the implementation of the proposal; there is evidence that other school and community resources will be involved in the implementation of the project; the project is economically efficient; provisions for evaluation of the project are well defined in terms of the objectives; and the proposal is compatible with and an integral part of the total (K-12) school counseling and guidance program and the Vocational Education Long-Range Plan.

Program Responsibilities

The LEA and project director of approved applications are required to do the following:

1. Provide good fiscal management of the project as set forth in the directives from the fiscal office and the consultant for the project;

2. On the date prescribed by the DPI accounting office you must file an Encumbrance Report (PI-AD-86). This report will show what you anticipate will be the expenditures and balances as of the end of project period date.

3. If you seek continuation of your project, you must file a continuation application. Your project consultant will send appropriate forms and directions. Projects are considered for approval on a year-to-year basis. Any one project is eligible for consideration for a maximum of three years.

4. Within ninety (90) days of the end of the project period date, you must submit an end of project period report. Necessary forms and directions will be sent to you by your project consultant.

5. All reports, news articles, materials and so forth, relating to an approved project must contain information identifying The Vocational Education Act - Counseling and Guidance in cooperation with the Wisconsin Department of Public Instruction as the source of funds and technical assistance.

During the operational life of your project a consultant from the guidance and counseling staff will work with your district. The consultant's role, primarily, is to be of help to you in the management of your project. In addition, the consultant is charged with the responsibility of monitoring and evaluating project efforts in light of the stated goals, objectives and procedures as outlined in the approved proposal.

6.19 DIRECTIONS FOR COMPLETING APPLICATION FOR ASSISTANCE PI-IS-VE-4

Complete and return original and two copies.

Page one:

Item 1 - Complete each box with the appropriate information.

Item 2 - If this application is an initial application, check that box only. If this application is not for continuation of a presently funded program eligible for continuation check that box and enter the application number from the current VE-4 form.

Item 3 - Give your proposed program a title (not a description) reflective of the purpose(s) of the program.

Item 4 - Enter the total budget request from Item 19 (Financial Plan) on page 4 of the application. This will be one of the last items completed in your application process.

Item 5 - Briefly describe the purpose and thrust of the proposed program including a brief description of the process to be used to attain the expected outcomes. This abstract probably could be best written after the proposal narrative has been completed.

Item 6 - The program must be planned by and implemented under the direction of a certified school counselor(s) who has assigned guidance and counseling responsibilities in the district at the level(s) for which the proposed program is designed. The typewritten name and the signature of the director along with other information as requested will complete this item.

Item 7 - The typewritten name and the signature of the LVEC along with other information as requested will complete this item.

Item 8 - The typewritten name of the LEA administrator and other information requested is to be provided.

Item 9 - This signature typically will be that of the District Superintendent or CESA Coordinator.

Page two:

Item 10 - A) Determine students and personnel, both public and private, in the area in which the proposed program is to operate.

B) Students and staff served DIRECTLY are those who will derive some direct benefits from operation of the proposed program. For example, a proposal to plan a guidance program would directly benefit all members of the school.

C) Students or staff INDIRECTLY served are those not participating in the proposed program or a part of a school-wide program. For example, a program at the elementary level would be of indirect benefit to school personnel at other levels through dissemination or sharing of such a plan or program.

Item 11 - Check appropriate boxes which indicate grades in which the district presently provides guidance and counseling activities. The standard for guidance and counseling in State Statute 121.01(1)(g) and Department of Public Instruction interpretation and guidelines pertaining thereto are the references to be used in determining appropriate responses to this item.

Item 12 - If you checked any box "yes" in Item 11, please complete Item 12. "Level of Certification" means provisional, intern, professional, or professional life. "Percent (%) of School Day Assigned" means that part of a regularly scheduled day assigned to guidance and counseling activities. "Counselor/Pupil Ratio" is computed for each counselor based on assigned pupils and percent of day assigned. For example, 50% of day assigned with 200 pupils equals 1-400 counselor/pupil ratio.

Item 13 - Past year and present year counselor/pupil ratios for grades assigned based on full-time equivalent assignments per total number of pupils in grades asked for.

Item 14 - E.S.E.A. Title I, II, IV, VI, Career Education, or other federal and/or state projects in which counselors and/or programs are supported with such federal funds.

Item 15 - (LEA's submitting Planning grant proposals need not complete this item for the application.)

Please describe completely, attaching necessary pages, your present guidance and counseling program. Again, we refer you to State Statute 121.02(1)(g) and DPI interpretation and guidelines pertaining thereto as a format and guide for developing an appropriate response to this item. Also to be described here is how the guidance and counseling program interfaces with the Local Long-Range Vocational Plan. The content for this item is to be typewritten, single spaced, with the first page on District letterhead. The letterhead page and succeeding pages are to be "captioned" in the upper left corner such as this sample:

Page 1 of 4
Your School District
Guidance and Counseling Program
June, 1979

Page three:

Item 16 - Present total is for this year. In the projected total column list budget requests which have been submitted for the next year. If the budget has been finalized (approved), please indicate with an "A" after the items.

Item 17 - Complete projected date for beginning of project activities and ending of project activities (this will usually be July 1 to June 30). If you are completing this application for a new project, complete the line for "Initial Applications" with dates and funds requested. If you are completing this application for renewal of a project for the second year, complete the line for "First Continuation" for renewal as well as supply the information from the first year application. If you are completing this application for renewal of a project for the third year, complete the line for "Second Continuation" for renewal as well as supply the information from the first and second year application.

Item 18 - Please submit a narrative, attaching necessary pages, describing the proposed program effort using the headings and format described below. The narrative is to be typewritten and double spaced. The first page of the narrative is to be done on District letterhead. The letterhead page and succeeding pages are to be "captioned" in the upper left corner such as this example:

Page 1 of 5
June 1, 1979

Your School District
VEA-G & C Application No. _____
(Narrative)

A. Statement of Need - Identify the problem which will be the focus of the project: state how the need was determined and why it received priority in the development of the proposal. A research of literature related to the problem/need should be included (not necessary for a program planning proposal).

B. Goals - State the major goals (expectations) of the project which the district will strive to accomplish to resolve identified needs.

C. Objectives - For each stated goal of the project specific objectives should be stated for accomplishing the goal. Objectives should be stated in terms of desired changes, which, if accomplished, will result in goal attainment. Objectives, well stated, provide the necessary directions for procedures, evaluation and allocation of project funds.

D. Procedures - For each objective relate what are deemed to be the most appropriate procedures to be followed in accomplishing the objective. Procedures may include enlisting the services of expert consultants to assist local staff in attainment of objectives but not to the exclusion of local resources. Use of local educational, community and cultural resources in planning and implementation of project efforts is a requirement of any project. In setting down the procedures to be followed try to establish a time-line or timetable for implementation of activities. This is a useful device for maintinaing your progress toward goal attainment.

E. Evaluation - For each goal and the sub-goals (objectives) state succinctly the stragegy to be employed to measure whether or not you have been successful in your efforts. Monitoring and evaluation of all project efforts should be an ongoing effort of project staff. Is the project doing what was stated in objectives and procedures and to what extent? Analysis of data should provide the feedback required to determine the effectiveness and efficiency of project endeavors. If data indicate that desired change is not being achieved then appropriate alternative interventions can be tried. It is imperative to know, day to day, what seems to be working and what is not. Only such evidence allows for decision making which is responsive to recent and relevant evaluation. Using post-project evaluation only may tell you whether you have succeeded or failed, but will not tell you why.

F. Counseling and Guidance Program - Describe how the proposal is compatible with and an integral part of the total (K-12) school counseling and guidance program and the LEA Vocational Long-Range Plan.

G. Dissemination - Each project staff will describe what means it will use to disseminate information derived from its project involvement. There should be developed a systematic plan whereby interested others may be informed of what it is you are doing, why, and what have been the implications for others. In addition, each LEA having a project funded under the Vocational Education Act--Counseling and Guidance is required to report such information about the project to the state agency. All reports, news articles, materials and so forth, relating to an approved project must contain information as the source of funds in cooperation with the Wisconsin Department of Public Instruction.

H. Private School Inclusion - Describe the extent to which the private school sector will be included in project efforts. Use the following as a guide to your proposal development.

> The proposal will provide for the effective partcipation, on an equitable basis, of children enrolled and staff in private schools in the area to be served whose educational needs are of the type which the program or project is designed to meet. The number of such children to be served, in relation to the total number of such children, shall be consistent with the number of public school children to be served in relation to the total number of public school children in the area served with educational needs of the type the program or project is designed to meet.
>
> A local educational agency shall describe, for clarification, how the requirements of private school children and staff are to be met. This description shall contain information indicating: (1) the number of private schools in the area to be served by the project and the number of children enrolled and staff in such schools in the grades to be served by the project; (2) the existence of any factors which limit the appropriateness of the project for private school children and/or staff; (3) the manner in which and the extent to which representatives of private school children participated in the development of the project proposal (including participating in the determinations under clause (2) of this paragraph; (4) the provisions which have been made for effective liaison with representatives of private school children in regard to operation and review of the project; (5) the places at which and methods by which private school children and/or staff will be served in accordance with the requirements of paragraph two; and, (6) the differences, if any, in the kind and extent of services to be provided private school children as compared with those to be provided public school children and the reasons for such differences.

Item 19 - The financial plan will be the final step in completing the proposed application. Extended contract salaries, consultants, materials, supplies and other budget costs can be determined only after the proposed program is designed and a cost analysis of needs is established.

Please provide the requested information in the boxes at the top of page 4 of the Application.

A. Column 1) Priority numbers - Expenditure items are identified below with appropriate priority numbers and levels most common to guidance and counseling program proposals.

Priority Number & Level	Description of Expenditures	Expenditure Type
1i	Costs included in workshop, in-service, special projects, special project-special needs program, and research in vocational education:	
	Stipends/Extended contract (counselors, teachers, administrators)	5
	Consultant fees	4
	Other contracted services (evaluation, needs assessment, secretarial, etc.)	4
	Supplies/Materials	4
	Travel/Lodging/Meals	
1j	Travel, lodging, and meals for attending DPI-sponsored conferences	3
2b	Special/supplementary materials required for instruction in an Occupational Preparation Program(s) course, consumer-homemaking program, or special project-special needs program	4
2c	Local travel for a certified LVEC, approved city supervisor, counselor, coordinating teacher of a cooperative education or coordinated/simulation Occupational Preparation Program(s) course, consumer-homemaking program, or special project-special needs program	3
2d	Materials needed to provide vocationally oriented basic or remedial instruction to students with special vocational education needs in order to prepare them to succeed in a "regular" vocational program.	
2e	Procurement and processing of special tests and materials used in a vocational guidance or special project-special needs program directly related to career development and/or job replacement.	4
3a	Costs of services which assess and evaluate occupational interests and aptitudes of students in a special project-special needs program.	4

*From column 9 - Financial Plan Page. Expenditure type--(1) Instructional salary, (2) equipment, (3) travel, (4) non-teaching/counselor salary, materials etc., (5) planning time, extended contract and coordination time.

B. Column 2) Quantity - indicate the number of items, sets, counselors, teachers, etc. of a similar nature for which the reimbursement is requested.

C. Column 3)-Unit Cost is self-explanatory.

D. Columns 4 and 5) Item Description and Remarks - indicate as concisely and completely as possible the name and/or description of material items. Identify suggested vendor when possible. Identify staff personnel, grade level(s) or responsibilities, curriculum area(s) for those to be directly involved in the program and compensate in any way for participation in the project.

E. Column 6) DO NOT USE.

F. Column 7) Total Cost - Multiply column 2 times column 3.

G. Column 8) Item Number - consecutive numbering of different entries in the financial plan.

Enter total requested budget in the box near the bottom of the page under Column 7. Should more than one page be necessary for the Financial Plan, please make copies of the original form and attach to the application. Number pages as 1 of 3, etc., as appropriate. Enter sub-totals at bottom of each page in box marked "Total Requested." Enter "Total Requested" on last page submitted of Financial Plan.

H. Column 9)-Expenditure Totals for FY____. Enter totals of budget requests per expenditure type.

The following regulations are to be observed in the development of the Financial Plan for the proposed program:

1. All financial support requested must relate directly to the goals, objectives, strategies and evaluation as outlined in the proposed program.

2. General categories of materials and supplies may be budgeted in the proposal without identifying specific titles. This will allow for preview and evaluation by project staff to judge usefulness and relevance to the program design

3. Funding is not available for such capital outlay items as office equipment, furniture, projectors, etc. Approval for special machines and materials will be considered on an individual basis. All items of $300.00 or more, purchased through project funding, must be reported annually on inventory forms provided.

4. All equipment and materials purchased or produced through the program must be marked as Vocational Education Act - Guidance and Counseling, 197- or 198-.

5. Included in the evaluation design of the proposed program will be a plan to evaluate materials and products as to usefulness, usage, timeliness and relevance to the objectives of the program. This evaluation design will be submitted as part of the program if approved for funding.

6. Salaries are not reimbursable for personnel for time and responsibilities already contracted with the District. Extended time and responsibilities (evenings, weekends, summer) may be reimbursed. Dates, time responsibilities, and relevance to proposed program must be delineated and documented. Salary reimbursement requested for professional, paraprofessional, and secretarial/clerical staff shall not exceed the contractual rates as established by the Board of Education in the local district.

7. Program funds may be used for outside consultant assistance not to exceed $100.00 per day and normal expenses. It is expected that a full day's work will be rendered to earn the maximum rate. Travel time and preparation time (if appropriate) may be included as consulting time.

8. The mileage reimbursement rate shall be that which has been established for the local district.

SUPPLEMENT TO LOCAL LONG-RANGE PLAN

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
VOCATIONAL EDUCATION APPLICATION
PI-IS-VE-3 (Rev. 1-78)

INSTRUCTIONS: Prepare in duplicate. Submit original only. Must be filled out completely. Do not make reference to previous applications.

SUPPLEMENT TO LOCAL LONG-RANGE PLAN FOR VOCATIONAL EDUCATION

Leave Blank

CAPSTONE COURSE:	☒ REGULAR ☐ SPECIAL NEEDS	☐ NEW ☒ RENEWAL	APPLICATION DATE	PRIOR APP. NUMBER (IF ANY)
			5/10/79	9-2876/N123

CO. & LEA NO.	CESA	SCHOOL OR AGENCY NAME	CITY	TITLE OF COURSE
99 9999	20	Jacksonville	Jackson	Health Occ. Co-op

1. MINUTES OF THE PROGRAM'S MOST RECENT ADVISORY COMMITTEE MEETING MUST BE ATTACHED. PLEASE INCLUDE A LIST OF THE MEMBERS AND THE INTERESTS THEY REPRESENT.

2. FOR RENEWAL COURSES, PROVIDE THE FOLLOW-UP INFORMATION FOR LAST YEAR'S CAPSTONE COURSE GRADUATES. NUMBER OF STUDENTS:

- 3 Employed full time in area of preparation or a related area.
- ___ Employed full time in area unrelated to preparation.
- 2 Continuing education in related area of preparation—4-year school.
- 3 Continuing education in related area of preparation—1- or 2-year school.
- ___ Continuing education in area unrelated to preparation.
- ___ Unemployed, seeking work.
- 1 Other, not seeking work.

3. MAJOR PERFORMANCE OBJECTIVES OF THIS CAPSTONE COURSE. ESTIMATE PERCENT OF STUDENTS:

- 40 % Prepare labor market entrants.
- 60 % Prepare for post H.S. program at less than baccalaureate level.
- ___ % Other (Specify) _____

4. DOES CURRENT MANPOWER DATA INDICATE A NEED FOR OFFERING THIS COURSE? ☒ YES ☐ NO

5. GIVE TITLES AND NUMBERS OF OCCUPATIONS PREPARED FOR—USE 6 DIGIT OE CODES AND NAMES AS FOUND ON PAGES 3-7 TO 3-9 IN THE LVEC HANDBOOK.

07.9990 Pre-post Secondary 07.0303 Nursing Assistant
07.9900 Other

6. IDENTIFY BY NAME THE PRIMARY GEOGRAPHIC LABOR MARKET(S) INTO WHICH GRADUATES OF THIS COURSE WILL PROBABLY GO.
Local
Fox River Valley

7. IF YOU WISH TO RECEIVE CONSIDERATION FOR SERVING STUDENTS IN THE CAPSTONE COURSE WHO ARE IDENTIFIED AS HANDICAPPED OR DISADVANTAGED, PLEASE:

1) CHECK THE "SPECIAL NEEDS" BOX AT THE TOP OF THIS PAGE.
2) ATTACH A DESCRIPTION OF SERVICES, ACTIVITIES, OR RESOURCES PROVIDED FOR THESE STUDENTS WHICH WOULD NOT BE AVAILABLE IN A REGULAR PROGRAM.
3) FILL IN THE FOLLOWING INFORMATION WHICH CAN BE VERIFIED IN CASE OF A LOCAL PROGRAM AUDIT.

INDICATE THE NUMBER OF STUDENTS IN THIS COURSE WHO ARE:	DISADVANTAGED	HANDICAPPED
___ REGULAR	___ Potential or actual dropouts.	___ Mentally retarded.
___ DISADVANTAGED	___ From poverty families.	___ Hard of hearing.
___ HANDICAPPED	___ Members of minority groups.	___ Deaf.
	___ Underachievers.	___ Speech impaired.
(Do not count students in more than one category)	___ Borderline I.Q.	___ Visually handicapped.
	___ Other. (Specify) _____	___ Seriously emotionally disturbed.
	(You may list several categories for each student if appropriate.)	___ Crippled.
		___ Special learning disabilities.
		___ Other. (Specify) _____

THE BOARD OF EDUCATION AGREES TO COMPLY WITH THE FEDERAL AND STATE REGULATIONS IN SUCH MATTERS AS:

1) MAINTENANCE OF EFFORT IN TERMS OF THE LEA'S SHARE OF EXPENDITURES.
2) MAINTENANCE AND AUDITING OF RECORDS IN SUCH A WAY AS TO AVOID THE COMMINGLING OF VEA & OTHER FEDERAL FUNDS.
3) SUBMISSION OF NECESSARY REPORTS.
4) PROVIDING THE INFORMATION ON THIS APPLICATION TO THE BEST OF THEIR KNOWLEDGE.

	(SIGNATURE also Part IV, initials if applicable)	(NAME TYPED)	DATE
LEAD ADMINISTRATOR	a.a. Jones	A. A. Jones	5/15/79
LVEC	Sarah Thompson	Sarah Thompson	5/14/79
CAPSTONE TEACHER	Joe Lind	Joseph Lind	5/11/79

SUPPLEMENT TO LOCAL LONG-RANGE PLAN — PART II

1. CAPSTONE TEACHER'S NAME	SALARY	DATES	REIMBURSABLE FRACTION	AMOUNT CHARGEABLE
Joseph Lind				
IF A SUMMER CONTRACT IS PROVIDED, PLEASE LIST THE NATURE OF DUTIES PERFORMED DURING THIS FISCAL YEAR. (Cooperative programs require a summer contract see co-op guidelines.)	9 Month Contract $ 12,160	From 8/28/79 To 6/2/80	2/6	$4,053
Gather resources for individualized instruction; home visits; establish training stations	Summer Contract $ 640	From 8/20 To 8/27-79 From 6/3 - To 6/10/80	1/1	$ 640

2. CAPSTONE TEACHER'S ANTICIPATED DAILY SCHEDULE FOR SCHOOL YEAR IN WHICH THIS PROJECT WILL OPERATE.

(A) CLASS PERIOD	(B) SUBJECTS TAUGHT, ADMINISTRATIVE DUTIES, OR OTHER ASSIGNMENTS.	(C) MINUTES PER DAY	(D) DAYS PER WEEK	(E) EST. NO. OF STUDENTS
1	LVEC	50	5	
2	LVEC	50	5	
3	LVEC	50	5	
4	Lunch/Preparation	30/20	5	
5	Preparation	50	5	
6	Health Occupations Related Class	50	5	18
7	Coordination	50	5	18
8	Coordination	50	5	18

NOTE: 1) PLEASE LIST ANTICIPATED SCHEDULE FOR THE YEAR IN WHICH PROGRAM WILL OPERATE. SUBMIT CHANGES WHEN THEY ARE AVAILABLE.
2) FOR MODULAR OR VARIED SCHEDULES, ATTACH A SUPPLEMENT PROVIDING ALL INFORMATION REQUESTED IN (A) THROUGH (E) ABOVE. LABEL EACH PERIOD INCLUDING PREPARATION TIME.
3) DISTINGUISH BETWEEN PREPARATION AND COORDINATION PERIODS. DO NOT LIST COORDINATION TIME BEYOND THE REGULAR SCHOOL DAY (STUDENT-ATTENDED PERIODS).

3. DESCRIPTION OF VOCATIONAL CAPSTONE PROGRAM

	COURSE TITLE	MINUTES PER DAY	DAYS PER WEEK	NO. OF WEEKS	EST. ENROLL. BY GRADE 9	10	11	12	Teacher's Name (Distr. Ed. Only)
CAPSTONE	Health Occ. Co-op	50	5	36				18*	
PREREQUISITES (REQUIRED)	Health Occ. Survey	50	5	18	50	30	30		

LIST OTHER RELATED VOCATIONAL COURSES AVAILABLE BUT NOT REQUIRED.

None

4. CHECK LOCAL STUDENT GROUP WHICH WILL BE PART OF THE TOTAL VOCATIONAL EDUCATION PROGRAM:

- ☐ DECA — DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
- ☐ FBLA — FUTURE BUSINESS LEADERS OF AMERICA
- ☐ FFA — FUTURE FARMERS OF AMERICA
- ☐ FHA-HERO — FUTURE HOMEMAKERS OF AMERICA-HOME ECONOMICS RELATED OCCUPATIONS
- ☐ VICA — VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
- ☐ OTHER

PART II continued

5. HOW WILL STUDENT GROUP SUPPLEMENT THE CAPSTONE PROGRAM:

6. ATTACH A DESCRIPTION OF THE CLASSROOM LABORATORY FOR THIS PROGRAM. (REQUIRED FOR NEW PROGRAMS AND WHEN THE CLASSROOM HAS BEEN CHANGED SIGNIFICANTLY SINCE LAST APPLICATION.) No Change

7. ATTACH CAPSTONE COURSE OUTLINE INCLUDING TEXTS AND OTHER RESOURCE MATERIALS. (REQUIRED FOR ALL PROGRAMS ANNUALLY.) Per new instructions, on file with DPI.

PART III

COOPERATIVE PROGRAMS

COMPLETE THIS PART ONLY IF STUDENTS ARE PLACED ON JOBS AS A COURSE REQUIREMENT

1. NUMBER OF CAPSTONE STUDENTS THAT WILL BE PLACED ON JOBS AS A COURSE REQUIREMENT: 18

2. NUMBER OF SCHOOL CREDITS TO BE GIVEN FOR ON-THE-JOB TRAINING: 1

3. NUMBER OF TIMES PER MONTH THAT WORK STATIONS WILL BE VISITED BY TEACHER: 1

4. ARE STUDENTS RECEIVING AT LEAST THE MINIMUM WAGE? Yes X No _____
IF NO, WHAT PROVISIONS ARE BEING MADE IF SUB-MINIMAL WAGE IS PAID?

5. AVERAGE NUMBER OF HOURS PER WEEK THAT STUDENTS SPEND:

	5-DAY WEEK	WEEKEND	NUMBER OF WEEKS
ON JOB	20		36
IN SCHOOL	20		36
TOTAL	40		36

(NOTE: TOTAL IN-SCHOOL AND ON-JOB HOURS MUST NOT EXCEED 40 HOURS PER 5-DAY WEEK NOR 48 HOURS IF STUDENT ALSO WORKS WEEKENDS.)

6. DESCRIBE HOW THE ON-THE-JOB TRAINING WILL BE RELATED TO THE CLASSROOM INSTRUCTION.

Through a training plan written for each student, visits to employer, discussion of problems at work, and practical application of related classroom instruction.

7. LIST COORDINATION ACTIVITIES IN ADDITION TO WORK STATION VISITATIONS.

Making all necessary arrangements in planning and organizing all aspects of the co-op program. Public relations activities for the program.

8. WILL THERE BE ANY INNOVATIONS OR VARIANCES FROM COOPERATIVE EDUCATION STANDARDS?
Yes ____ No X IF YES, PLEASE DESCRIBE?

9. ATTACH A COPY OF THE TRAINING AGREEMENT AND SAMPLE COMPLETED TRAINING PLAN. (REQUIRED FOR NEW PROGRAMS AND WHEN THERE IS A SIGNIFICANT CHANGE.) No change

SUPPLEMENT TO LOCAL LONG-RANGE PLAN

VI-38

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
	Jacksonville	Jackson	Health Occ. Co-op

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Addl.	Replace.	Rental	7. Total Cost	8. Item No.
1g	190	8.00	Joseph Lind Coordination Time 2/6	8/28/79 6/2/80				$4,053	1
1h	80	8.00	Joseph Lind Extended Contract	8/20-27/79 6/3-10/80				640	2
2c			Joseph Lind Local Travel	8/20/79 6/10/80				300	3
1j			Joseph Lind DPI-called Conferences	8/6/79 6/30/80				100	4
			TOTAL REQUESTED					$5,093	

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Travel	400	
04. Other Salaries, Materials, etc.	4693	
TOTAL	$5,093	

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv ☐ Hdcp. ☐ Part F. Desig.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

6.20

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
APPLICATION FOR ASSISTANCE–VOCATIONAL EDUCATION–COUNSELING AND GUIDANCE
PI-IS-VE-4 (Rev. 1-78) (APPLICATION)

FOR DPI USE ONLY	
Date Received	Application Number

INSTRUCTIONS: Complete and return original and (2) copies post marked not later than midnight

_____ to:

DIRECTIONS: The instructions for the completion of this application and related materials are attached.

DIRECTOR FOR CAREER AND MANPOWER DEVELOPMENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WISCONSIN 53702

PAGE 1.

1. Legal Name of Educational Agency	Street Address		
City	Zip Code	County Name	LEA Number

2. This Data Form is Part of Submittal for: (Please Check Appropriate Box)
☐ Initial Application ☐ Continuation Application (Application No. _____) ☐ End of Project Report

3. Title of Proposed Project	4. Total Budget Requested
	$

5. Abstract: (Describe Briefly Purpose of Project–150 Words or Less)

6. Name of Project Director (Counselor)	Signature	Address				
City		State	Zip Code	Telephone Area	Exch.	Number
7. Name of LVEC	Signature:	Address				
		State	Zip Code	Telephone Area	Exch.	Number
8. District Admin. or CESA Coordinator		Address				
City		State	Zip Code	Telephone Area	Exch.	Number

CERTIFICATION

9. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and the local education agency named above has authorized me, as its representative, to file this application.

Signature: Person Authorized to Receive Grant	Date Submitted

10. Enrollment and Project Participation Data		Students		Teachers		Counselors		Totals
		K-6	7-12	Elem.	Sec.	Elem.	Sec.	
A. Information In Area Served	Public							
	Non-Public							
B. Persons served by Project Direct Participation	Public							
	Non-Public							
C. Persons Served by Project Indirect Participation	Public							
	Non-Public							

11. The applicant agency presently provides guidance and counseling activities in:

Grades K-6 ☐ Yes ☐ No Grades 7–12 ☐ Yes ☐ No Grades 9-12 ☐ Yes ☐ No

Other (Describe)

12. If yes to any in item 11 above, please complete this section.

Counselor's Name	Grade or Area Assigned	Level of Certification	Percent of School Day Assigned	Counselor/ Pupil Ratio

13. Counselor-Pupil Ratio	Past Year			Present Year		
	K-6	7-12	9-12	K-6	7-12	9-12
C/P Ratio						

14. Is any part of the present guidance and counseling program funded under other federal or state support programs?

☐ Yes ☐ No If yes, please describe the extent of such support including names of personnel so funded.

15. Attach the necessary additional pages to describe the present guidance and counseling program provided in the district including standardized testing program.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

6.20

INSTRUCTIONS: Complete 1 copy for each vocational education application. VI-41
Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check* Addit.	Replace.	Remod.	7. Total Cost
				TOTAL REQUESTED				

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	*For DPI Use* Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Travel		
04. Other Salaries, Materials, etc.		
TOTAL		

10. FIRST YR. PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense - exclusive of summer contract has been or will be incurred due to this new course offering.

Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv. ☐ Hdcp. ☐ Part F, Depr.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

APPLICATION FOR ASSISTANCE–VOCATIONAL EDUCATION–COUNSELING AND GUIDANCE–PI-IS-VE-4 (APPLICATION) PAGE 3.

16. Budget for Guidance and Counseling Program.

Item	Present Total	Projected Total
Counselor Salaries	$	$
Clerical Services		
Travel/Conferences		
Materials and Equipment		
Office Equipment		
Standardized Testing		
Other (Briefly Delineate)		
TOTAL	$	$

17. Proposed Project Budget Summary (Complete Appropriate Line for Application)

Request Type	For Project Period		Funds Requested
	Beginning (Mo. & Yr.)	Ending (Mo. & Yr.)	
Amount Requested–Initial Application			$
Amount Requested for First Continuation			$
Amount Requested for Second Continuation			$

18. Please Attach Proposal Narrative as per Directions.

19. Please Complete Financial Plan on Page 4 of this Application.

20. Assurance of Compliance.

In making this application the Board of Education agrees to comply with the federal and state regulations relative to the Title and Act and with state plan program in such matters as:

1. Maintaining and auditing fiscal records.
2. Submitting necessary reports to the state educational agency.
3. Administering the guidance program as outlined in this application.
4. Assuring that this reimbursement is not being claimed under any other federal program.

Assurance of Compliance with Title VI of Civil Rights Act.	Date
Signature: (District Clerk or Director)	Date
Signature: (District Administrator)	Date

DO NOT WRITE BELOW THIS LINE–FOR DPI USE ONLY

Project Status	Project Number Assigned		
Project Dates	From To	From To	From To
Funding Awarded	$	$	$
End of Project Period Report	$	$	$
	Project Rating	Reimbursement Rate	
	Approval Signature: (Project Consultant)		Date

6.21

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL IN-SERVICE OR WORKSHOP PROGRAM
APPLICATION FOR ASSISTANCE
PI-IS-VE-5 (Rev. 3-74)

Send To:
BUREAU FOR CAREER & MANPOWER DEVELOPMENT
DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WI 53702

Cty & LEA No.	School	Descriptive Title of Project	Prior App. (If Any)	App. No. (Leave Blank)

Description of Program

Place to be Held	Beginning and Ending Dates	Number of Days	Hours Per Day

Topics to be Covered

Activities and Methods to be Used

Methods for Project Evaluation

Names of Participating Staff Members	Names and Background of Resource People	Name and Title of Person in Charge
		Name of Recording Secretary (Summary report must be submitted 30 days after the conclusion of the program.)

PROGRAM COSTS

Priority No.	Qty.	ITEM DESCRIPTION	REMARKS	TOTAL COST	Item No.

Recommended for Approval (State Consultant)	Approved (State Coordinator)	Submitted By (Head Administrator) (Date)

6.21

VI-44

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application.
Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
0-0000 - 088	Uptown H. S.	Bigtown	Inservice Workshop

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Addl.	Replace.	Rental	7. Total Cost	8. Item No.
			Option A: see below						
			~~10 participants~~ See attached list						
1i	3 da.	$25/day	Stipends for participants Oct. 9-11					750	1
1i	3 da.	$100/day	1 Consultant, H. C. Jones					300	2
1i	100 mi	.17	Mileage					17	3
			Total					1067	
				30% reimbursement - you receive				320.10	

This form may be utilized in two different ways for personnel workshops, curriculum development workshops, and some job placement projects. Option A: use in the same manner as with regular projects files on VE-3. Percentage of reimbursement will be determined in the same manner as with other projects. Option B: 100% reimbursement with identified local match. Percentage of reimbursement is negotiated up to 50% of total cost, based on priorities established annually by the Bureau for Vocational and Career Education.

					DPI	Local			
1i	3 da.	$100/day	1 consultant H. C. Jones		$300				1
1i	30	$3.50	Lunches			$105.			2
1i	1000	.17	Mileage			$170			3
1i			Printing			$125			
					$300	$300			
			TOTAL REQUESTED					$300	

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Travel		
04. Other Salaries, Materials, etc.		
TOTAL		

10. FIRST YR. PROJECT CERTIFICATION

Only for classroom projects requesting classroom time salary

I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.

Initials of Head Administrator

For DPI Use

11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv. ☐ Handi. ☐ Part F. Distr.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use

14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION APPLICATION
PI-IS-VE-6

INSTRUCTIONS: Prepare in duplicate. Submit original only. Use additional sheets if necessary.

EXEMPLARY PROGRAM

☐ Planning Grant
☐ Operational Grant

SUPPLEMENT TO LOCAL PLAN FOR VOCATIONAL EDUCATION

☐ New ☐ Renewal
☐ Public ☐ Non-Profit Private

PART I & II

County & Lea No.	CESA	V.T.A.	School or Agency Name	Descriptive Title of Program	App. No. (Leave Blank)

1. DESCRIBE ADVISORY COMMITTEE (Titles of Members, Business Association, etc.)

Date Committee Approved This Program

Prior App. (If Renewal)

Frequency of Committee Meetings

Date of Last Meeting

2. INITIATED BY: _____ Telephone Number _____

Position held _____ Address _____ Area Code _____

3. PROGRAM DIRECTOR: _____ Telephone Number _____

Job title _____ Address _____ Area Code _____

4. DURATION OF PROGRAM Planning Grant (From _____ to _____)

Operational Grant (From _____ to _____)

5. NAME, LOCATION AND DESCRIPTION OF SPACE TO BE UTILIZED FOR THIS PROGRAM IF ANY

Name _____ Address _____

Description of facilities (if any): _____

6. BASIS FOR DETERMINING NEED FOR OFFERING THIS PROGRAM

7. OBJECTIVE OF THIS PROGRAM:

8. IDENTIFY ANY PARTICULAR TARGET GROUP WHICH WILL BE SERVED BY PROGRAM:

___ Potential Dropouts
___ Dropouts
___ Low Ability Students
___ Economically Disadvantaged Students
___ Physically Handicapped
___ Other Disadvantaged Students

9. APPROXIMATE NUMBER OF STUDENTS SERVED BY PROGRAM

Grades
K-6 ____ 7 ____ 8 ____ 9 ____ 10 ____ 11 ____ 12 ____ Other ____

FINANCIAL SUMMARY (Summary of Part VI)

ITEM	EXPENDITURE TOTALS FOR FY ____	
	Requested	Approved
Salaries		
Equipment		
Other		
TOTAL		

Reimbursement Rate: ____ %

Certification of the Assurance of the Compliance under Civil Rights Act Filed. | Date

I certify that Additional Salary Expense Has Been or Will Be Incurred Due to This New Course Offering: | Initials of Supt.

The Board of Education, in making application, agrees to comply with the Federal and State regulations in such matters as:

1. Maintenance and auditing of fiscal records
2. Submission of necessary reports to the State Superintendent
3. Assurance that, to the best of its knowledge, all items requested are approvable according to the state plan
4. Assurance that no part of the possible purchases requested for approval shall originate in or be exported from a communist country

Approved (State Coordinator)	Date Approved	Signature (Head Administrator)	Date of Application

6.22

10.. DESCRIPTION OF PROGRAM ACTIVITIES AND PROCEDURES: (Attach additional sheets if necessary.)

☐ Planning Grant
☐ Operational Grant

11. DESCRIBE HOW THIS PROJECT OR PROGRAM IS EXEMPLARY.

12. DESCRIBE ORGANIZATIONAL & ADMINISTRATIVE ARRANGEMENTS:

13. DESCRIBE EVALUATIONAL PLANS OR STRATEGIES:

14. DESCRIBE PLANS FOR PUBLICATION AND DISSEMINATION OF PROGRAM RESULTS:

15. DESCRIBE PLANS FOR INCORPORATING RESULTS OF PROGRAM INTO REGULAR VOCATIONAL EDUCATION OR GUIDANCE PROGRAM.

16. TIME SCHEDULE FOR CONDUCTING MAJOR EVENTS OF PROGRAM:

PI-IS-VE-6

PART IV

6.22

17. PROGRAM STAFF QUALIFICATIONS (Funded and Non-Funded)

Staff Title	Qualifications: Educational Attainment	Special Qualifications in Respect to Assignment
1. Program Director		
2.		
3.		
4. (Attach additional sheet if necessary.)		

18. TEACHER OR COUNSELOR PLAN (Use additional sheet if necessary.)

Staff Name	Certification Type	Basic Salary	Percent Fundable	Amount Chargeable

Describe Staff Time Schedule by Period Per Day, Days Per Week, Etc.

Period	Assignment	Minutes Per Day	Days Per Week	Total of Students Served	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Staff Name	Certification Type	Basic Salary	Percent Vocational	Amount Chargeable

Describe Staff Time Schedule by Period Per Day, Days Per Week, Etc.

Period	Assignment	Minutes Per Day	Days Per Week	Total of Students Served	Comments
1.					
2.					
3.					
4.					
5.					
6.					
7.					

PART V

19. PROGRAM CONTINUATION BUDGET PROJECTIONS

A. Budget Categories	First Year (From Above)	Second Year	Third Year	GRAND TOTAL
B. Direct Cost (Salaries and other cost)				
C. Travel				
D. Materials				
E. Supplies				
F. Communication				
G. Equipment				
H. Other Project Services (List) 1.				
2.				
3.				

VI-48

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.

For exemplary projects, this plan should be filed in the same manner as for regular projects for which you use the VE-3. However, an exemplary project may incur unusual expenses with the result that reimbursements may be greater than for a project requiring a comparable amount of support, but which has not met criteria for being exemplary. It is possible that an exemplary project may receive more than 50% funding on the first year. Each succeeding year the percentage of funding will be reduced to the point where funding for the fourth year of operation will be the same as for all other regular projects in your school district.

For a project to be considered exemplary, it must demonstrate a new curriculum, a new instructional strategy, or other new approach or discipline in vocational education which is not currently present in Wisconsin high schools. It is intended that exemplary projects should provide a demonstration of something new in vocational education which may be observed by both the State and by other schools as a model for the expansion or improvement of vocational education. To be supported with Federal funds, it must be presumed that the demonstration will bring about a substantial change in a substantial number of classrooms within five years of the beginning of the project.

TOTAL REQUESTED

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Travel		
04. Other Salaries, Materials, etc.		
TOTAL		

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Distrib ☐ Hdcp ☐ Part F Distr

13. *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. [illegible] of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

6.23 RESEARCH PROPOSALS

The following format is to be used for research proposals or for other project proposals where unusual features of the proposal would indicate that a narrative description would better communicate the intent of the project than one of the standard project forms.

FORMAT FOR PROPOSAL

I. Program purpose. The reason for your school submitting a proposal.

II. Evidence of need. This is a statement of the needs generated in your school if you were to carry out the purpose stated in paragraph 1.

III. Objectives. Objectives should address needs. An objective must be attainable and measureable. If attained, a stated need should be met.

IV. Operational plan. The plans you have made for attaining the objectives listed in III.

V. Evaluation plan. A plan for demonstrating that the operational plan is being carried out (process evaluation) and that objectives have been met (product evaluation).

Vi. Personnel.

The narrative budget must contain the following elements:

Salaries
Fringe benefits
Travel expense
Equipment
Supplies (including postage and telephone, printing, etc, each itemized)
Miscellaneous expenses

6.24 INSTRUCTIONS FOR OCCUPATIONAL PREPARATION PROGRAM(S) TRANSPORTATION COST APPLICATION PI-IS-VE-7

This form is to be used in applying for funds for student transportation to and from funded Occupational Preparation Program(s) classes held in a high school, VTAE school, or other approved location outside the school of regular attendance.

This form is not to be used to request funds for transporting co-op students to and from job stations. These costs are not reimbursable under our current VEA priorities of expenditure.

Each school contracting or using its own vehicles for Occupational Preparation Program(s) student transportation should submit a form. If one school or CESA acts as fiscal agent for several schools, only one form needs to be submitted.

Adequate records must be maintained at the LEA or CESA to provide an audit trail.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TRANSPORTATION COST-CAPSTONE
PI-IS-VE-7 (New 7-72)

INSTRUCTIONS: Complete two copies of this report. Retain the duplicate for your files and return the original to:

BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
DEPARTMENT OF PUBLIC INSTRUCTION
126 LANGDON STREET
MADISON, WISCONSIN 53702

THE DOLLAR VALUES USED IN THIS REPORT SHOULD BE, AS MUCH AS POSSIBLE, THE ACTUAL TRANSPORTATION COSTS INCURRED. IN ORDER TO REPORT TRANSPORTATION COSTS ACCURATELY, DETERMINE WHICH TRANSPORTATION CATEGORY OR COMBINATION OF CATEGORIES YOUR SCHOOL DISTRICT USED TO TRANSPORT VOCATIONAL STUDENTS TO AND FROM FUNDED CAPSTONE COURSE LOCATIONS. TRANSPORTATION TO FUNDED CAPSTONE COURSES CONTRACTED WITH VTA DISTRICT SCHOOLS MAY BE INCLUDED, IF TRANSPORTATION COSTS WERE NOT PROVIDED FOR IN THE CONTRACT. REPORT COSTS ACCORDINGLY AND SUMMARIZE IN PART I, SECTION C.

CODES				SCHOOL DISTRICT NAME	APPLICATION NUMBER
COUNTY	DISTRICT	CESA	VTA		
99	9999	01	01	Jacksonville	9-2100 / 2

PART I. TRANSPORTATION COSTS

DIRECTIONS: If the applying district has CONTRACTED with companies, parents or other individuals to transport students to FUNDED CAPSTONE COURSES, the contract costs should be reported in Part A and summarized in Part C below. If the district applying OPERATES ITS OWN VEHICLES, costs should be reported in Part B and summarized in Part C below. If both conditions apply, Parts A, B and C should all be completed. In all cases, only transportation costs for students enrolled in FUNDED CAPSTONE COURSES may be claimed.

A. CONTRACTED SERVICES: (CHECK ALL THAT APPLY) ☐ FUNDED CAPSTONE COURSE VOCATIONAL STUDENTS ONLY ☐ REGULAR AND FUNDED CAPSTONE COURSE VOCATIONAL STUDENTS	STUDENTS TRANSPORTED	TRANSPORTATION COSTS	
		TOTAL	PER STUDENT
1. TOTAL NUMBER OF STUDENTS TRANSPORTED.			
2. TOTAL VOCATIONAL CAPSTONE COURSE STUDENTS TRANSPORTED.			
3. TOTAL COST ACCORDING TO THE CONTRACT			
4. TOTAL COST PER STUDENT (LINE 3 ÷ LINE 1)			
5. TOTAL COST PER CAPSTONE COURSE STUDENT (LINE 2 X LINE 4)			

B. DISTRICT OPERATED VEHICLES: (CHECK ALL THAT APPLY) ☐ FUNDED CAPSTONE COURSE VOCATIONAL STUDENTS ONLY ☐ REGULAR AND FUNDED CAPSTONE COURSE VOCATIONAL STUDENTS	STUDENTS TRANSPORTED	TRANSPORTATION COSTS	
		TOTAL	PER STUDENT
1. TOTAL NUMBER OF STUDENTS TRANSPORTED	18		
2. TOTAL NUMBER OF CAPSTONE COURSE STUDENTS TRANSPORTED	18		
3. DRIVERS' SALARIES AND FRINGE BENEFITS		4298.40	
4. GASOLINE AND OIL COSTS (UNITS X COST PER UNIT)		2992.00	
5. DEPRECIATION ALLOWANCE: ORIGINAL COST OF ALL VEHICLES USED (EXCEPT SPARES) DIVIDED BY THE SUM OF (90,000 MILES PER VEHICLE X NUMBER OF VEHICLES USED (EXCEPT SPARES) = PER MILE DEPRECIATION X NUMBER OF MILES TRAVELED = TOTAL DEPRECIATION.		8717.60	
6. VEHICLES MAINTENANCE ALLOWANCE: TOTAL MILES TRAVELED TRANSPORTING CAPSTONE COURSE STUDENTS X 5¢ PER MILE (AVERAGE MAINTENANCE COST) = VEHICLE MAINTENANCE ALLOWANCE.		1224.00	
7. PUPIL TRANSPORTATION INSURANCE: TOTAL INSURANCE COST ÷ BY TOTAL NUMBER OF VEHICLES (EXCEPT SPARES) X NO. OF VEHICLES USED IN TRANSPORTING CAPSTONE COURSE STUDENTS.		492.30	
8. SUBTOTAL: (ADD LINES 3, 4, 5, 6, 7)		17724.30	
9. ADMINISTRATIVE COSTS: REPORT ACTUAL TRANSPORTATION SERVICE ADMINISTRATIVE COSTS FOR TRANSPORTING CAPSTONE COURSE STUDENTS IF IT CAN BE IDENTIFIED AND NOT INCLUDED IN PROGRAM ADMINISTRATION, OTHERWISE USE 5% OF LINE 8.		886.22	
10. TOTAL DISTRICT TRANSPORTATION COST: REGULAR AND CAPSTONE COURSE STUDENTS (ADD LINES 8 AND 9)		18610.52	
11. TOTAL COST PER STUDENT (LINE 10 ÷ LINE 1)		1033.92	
12. TOTAL COST PER CAPSTONE STUDENT (LINE 2 X LINE 11)		1033.92	

(CONTINUED TO PAGE 2)

C. SUMMARY OF TOTAL TRANSPORTATION COSTS: CAPSTONE COURSE STUDENTS ONLY.	STUDENTS TRANSPORTED 1.	TOTAL COST 2.	COST PER STUDENT 3.
1. TOTAL COST PER CAPSTONE COURSE STUDENT: CONTRACTED SERVICES (LINE A-2, COLUMN 1, LINE A-8, COLUMNS 2)			
2. TOTAL COST PER CAPSTONE COURSE STUDENT: DISTRICT OPERATED VEHICLES- (LINE B-2, COLUMN 1, LINE 12, COLUMNS 2)	18	18,610.52	1033.92

PART II. CAPSTONE COURSE STATISTICS

CAPSTONE COURSE TI...	PROJECT NUMBER	LOCATION SCHOOL/DISTRICT NAME	STUDENTS TRANSPORTED	COST PER STUDENT	COST PER COURSE
PROJECT TOTAL (SHOULD EQUAL TOTAL IN PART II-C ABOVE)					

OBSOLETE

PART III. SIGNATURE AND AUTHORIZATION

SIGNATURE: LVEC	SIGNATURE: ADMINISTRATOR	DATE
Julia Step	Jonathan S Wright	5/1/78

APPROVED BY:	DATE	PROJECT SCORE	REIMBURSEMENT RATE	TOTAL APPROVED

SCHOOL DISTRICT NAME	APPLICATION NUMBER
Jacksonville	9-2100 / 2

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application.
Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
	Jacksonville	Jackson	Transportation

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
1n	6	1033.92	Transportation to Whaling Dist. Ed. 4999/M	August 28, 1978 June 1, 1979				$6,203.50	1
1n	1	"	Transportation to Sterno Sec Proc 2999/B	"				1,033.92	2
1n	1	"	Transportation to Whaling Health Careers 3999/N	"				1,033.92	3
1n	1	"	Transportation to Ster[illegible] Adv. Acctg. 5999/B	"				1,033.92	4
1n	2	"	Transportation to Salino WOW 1999/D	"				2,067.84	5
1n	3	"	Transportation to Salino Power Mech 7999/T	"				3,101.75	6
1n	1	"	Transportation to Whaling Build Trades 6999/T	"				1,033.92	7
1n	3	"	Transportation to Sterno Cler Proc 8999/B	"				3,101.75	8
			TOTAL REQUESTED					18,610.52	

9. EXPENDITURE TOTALS FOR FY		For DPI Use
Item	Amount Requested	Amount Approved
01. Instructional Salaries	--	
02. Equipment	--	
03. Travel	18,610.52	
04. Other Salaries, Materials, etc.	-- / --	
TOTAL	18,610.52	

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Distrib ☐ Hdcp ☐ Part F Distr

13. *For DPI Use* Approval Signature of Consultant

For DPI Use 14. PROJECT RATING	
I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
VOCATIONAL SPECIAL NEEDS
PI-IS-VE-8 (Rev.1-78)

INSTRUCTIONS: Prepare in duplicate. Do not make reference to previous applications. Return completely filled out report to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
126 LANGDON STREET
MADISON, WISCONSIN 53702

SUPPLEMENT TO LOCAL LONG-RANGE PLAN FOR VOCATIONAL EDUCATION

Leave Blank

☐ Handicapped ☐ Disadvantaged | ☐ New ☐ Renewal | Application Date | Prior Application No. (If Any)

Co. & LEA No.	CESA	School or Agency Name	City	Zip Code	Title of Project

1. Minutes of the program's most recent advisory committee meeting must be attached. Please include a list of the members and the interests they represent.

2. Does current manpower data indicate a need for offering this course? ☐ Yes ☐ No

3. Give titles and numbers of occupations prepared for. (Use 6 digit OE codes and names as found on pages 3-7 to 3-9 in the LVEC HANDBOOK)

4. For renewal program provide the follow-up information for last year's program graduates. (List number of students only where program had graduates)

Employed full-time in area of preparation or a related area.	
Employed full-time in area unrelated to preparation.	
Continuing education in related area of preparation (4-year school).	
Continuing education in related area of preparation (1-or 2-year school).	
Continuing education in area unrelated to preparation.	
Unemployed, seeking work.	
Other, not seeking work.	

5. Indicate the **NUMBER** of students in this course who are: (Do not count students in more than one category)

Regular	
Disadvantaged	
Handicapped	

CAUSE CHARACTERISTICS—DISADVANTAGED—Indicate Total No. of Disadvantaged				Major Categories of Handicapped Indicate Total No. of Hdcped.	
A. Non-English Language Background		D. Migrant Worker Family			
A-1. Spanish		E. Dependent/Neglected/Delinquent Youth		1.0. Mentally Retarded	
A-2. American Indian		E-1. Dependent/Neglected		1.1 Educable Retarded	
A-3. Eskimo		E-2. Delinquent		1.2 Trainable Retarded	
A-4. French		F. Racial/Ethnic Group		2.0 Learning Disability	
A-5. Other (Specify)		F-1. Negro/Black		3.0 Seriously Emotionally Distrubed	
		F-2. American Indian		4.0 Physically Handicapped	
B. Low Income Family		F-3. Spanish Surnamed		5.0 Visually Handicapped	
B-1. On Welfare		F-4. Other (Specify)		5.1	
B-2. Not on Welfare		G. Adults		5.2	
C. Dropouts		G-1. Illiterates		6.0 Hearing Impaired	
C-1. Actual		G-2. Unemployed/Under Employed		6.1 Hearing Impaired	
C-2. Potential		G-3. Offenders		6.2 Deaf	
C-3. Other (Specify)		H. Geographic-Transportation Isolated		7.0 Speech Impaired	
		H-1. Rural Isolation		8.0 Other Health Impaired	
		H-2. Urban Isolation		9.0 Multi-Handicapped	

THE BOARD OF EDUCATION AGREES TO COMPLY WITH THE FEDERAL AND STATE REGULATIONS IN SUCH MATTERS AS:

1. Maintenance of effort in terms of the LEA's share of expenditures.
2. Maintenance and auditing of records in such a way as to avoid the commingling of VEA and other federal funds.
3. Submission and confidentiality of necessary reports and records.
4. Providing the information on this application to the best of their knowledge.

Head Administrator's Name (Typed)	Signature: (Also Part II, Initials If Applicable)	Date
LVEC Name (Typed)	Signature:	Date
Teacher's Name (Typed)	Signature:	Date
Special Education Director's Name (Typed)	Signature:	Date

PART II.

1. Teacher's or Aide's Name (Please use additional sheets for multiple teacher projects)	Salary	Dates		Reimbursable Fraction	Amount Chargeable
		From	To		
Teacher's Name (9-Month Contract)	$				$
Teacher's Name (Summer Contract)	$				$

If a summer contract is provided, please list the nature of duties performed during this fiscal year.

THE QUESTIONS BELOW SHOULD ASSIST YOU IN WRITING AN ACCEPTABLE SPECIAL NEEDS PROJECT (VE-8). ALL SHOULD BE ANSWERED "YES."

2. Teacher/Aide's Anticipated Daily Schedule for School Year in Which this Project will Operate.

NOTE: 1. Please list anticipated schedule for the year in which program will operate. Submit changes when they are available.

2. For modular or variable schedules, attach a supplement providing **ALL** information requested in (A) through (E) below. Label **EACH PERIOD** including preparation time.

3. Distinguish between preparation and coordination periods. Do not list coordination time beyond the regular school day (student-attended periods).

A. Class Period	B. Subjects Taught, Administrative Duties, or Other Assignments	C. Minutes Per Day	D. Days Per Week	E. Estimated Number of Students
1.	Only needs to be completed if you are seeking VEA			
2.	support for salaries.			
3.				
4.				
5.				
6.				
7.				
8.				

3. Nature of children to be served. (WHY or EVIDENCE OF NEED section)

Does this section:

	yes	no
---- tell why these students need the kind of program proposed in the application?	☐	☐
---- report the findings of an analysis of the problems/obstacles/barriers special needs students confront in regular vocational programs?	☐	☐
---- tell how you will select students who can profit most by the proposed program?	☐	☐
---- give some indication of the potential program enrollees have for successful employment?	☐	☐
---- give some indication as to whether the students are ready for the proposed program from a career development standpoint?	☐	☐
---- lead one to conclude that the proposed program should be provided for the students described?	☐	☐
---- leave the reader with the feeling that he/she knows more about the project's target population?	☐	☐

4. List the VOCATIONAL objectives of the program, i.e., those that will SUPPLEMENT the basic program. (WHAT Section)

Does this section:

	yes	no
---- tell what you are planning to do as a result of the financial assistance you are seeking?	☐	☐
---- list objectives that are specific enough to permit a determination of what this program will accomplish?	☐	☐
---- list objectives that are relevant to the students described in part 3?	☐	☐
---- omit a description of what you are already doing?	☐	☐
---- list only objectives that will enhance the employability of the target population?	☐	☐
---- omit objectives which are typically viewed as objectives of every basic secondary level program e.g. "development of 'job general' skills?"	☐	☐
---- serve as a basis for the operational plan, evaluation plan (parts 5 and 6) and the financial plan?	☐	☐

5. Describe the basic OPERATIONAL plan (how will the objectives be met) ACTIVITIES and METHODS to be used. (HOW Section)

Does this section:

	yes	no
---- tell exactly how you are going to accomplish what you said you were going to	☐	☐
---- include specific information on how you are going to accomplish every objective?	☐	☐
---- list activities & methods that are logically related to program objectives?	☐	☐
---- describe only new activities & methods, i.e. those that will be provided as a result of this new program, not those that have always been part of the basic program?	☐	☐
---- describe an operational plan that is realistic and implementable?	☐	☐
---- describe how you plan to utilize the expertise of both vocational and special educators?	☐	☐
---- indicate an awareness and utilization of a variety of community resources?	☐	☐
---- tell how staff and resource people will be involved in planning and implementation?	☐	☐
---- SUPPORT RATHER THAN DICTATE THE OBJECTIVES?	☐	☐

---- NO PROGRAM WHICH TENDS TO INCREASE THE AUTOMONY OF SPECIAL EDUCATION WILL BE CONSIDERED FOR VEA FUNDING.

8. Describe the expected outcome of the program.

Does this section:	yes	no
---- describe secondary outcomes that are not necessarily vocational but are worthy of mention?	☐	☐

7. Describe evaluation plans or strategies. (HOW YOU GOING TO KNOW YOU DID IT Section)

Does this section:	yes	no
---- describe an evaluation plan that is based on terminal vocational behavior of the students (is the product instead of the process)?	☐	☐
---- cover most, if not all, of the objectives & activities covered in parts 4 and 5?	☐	☐
---- describe how data might be collected?	☐	☐
---- suggest the kind of evidence you will provide to justify program continuation and possible future funding requests?	☐	☐
---- indicate when partial and full data will be available?	☐	☐

THIS DOCUMENT WILL PROVIDE THE ONLY INFORMATION UPON WHICH SOME OF ITS READERS WILL HAVE TO BASE THEIR JUDGMENTS OF YOUR PROPOSAL. PLEASE INSURE THAT IT DOES JUSTICE TO YOUR PROPOSED PROGRAM PLAN.

8. Attach a description of the classroom laboratory for this program. (Required for NEW programs and when the classroom has been changed significantly since the last application).

9. Attach course outline including texts and other resource materials. (Required for ALL programs annually).

PI-IS-VE-8

Supplement

For DPI Use Project Number	School or Agency	City	Title of Course

III. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
			QUESTIONS TO ASK YOURSELF:					yes no	NA
----			are all items requested covered by a current priority number?					☐ ☐	
----			for new programs, has the district administrator initialed this page to certify that additional salary expense exclusive of summer contract has been or will be incurred due to this new offering?					☐ ☐	☐
----			for renewals, are minutes of advisory committee meetings included?					☐ ☐	☐
----			for renewals, is an evaluation for the prior year included?					☐ ☐	☐
----			are item numbers included in column 8?					☐ ☐	
			TOTAL REQUESTED						

9. EXPENDITURE TOTALS FOR FY		For DPI Use
Item	Amount Requested	Amount Approved
01. Instructional Salaries		
02. Equipment		
03. Other Salaries, Travel, Materials, etc		
TOTAL		

10. FIRST YR. PROJECT CERTIFICATION
Only for classroom projects requesting classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv. ☐ Hdcp. ☐ Part F, Depr

13. *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Manpower Need	
II. Excess Costs	
III. Special Needs	
IV. Ability to Pay	
V. Other	
VI. Sex Role Stereotyping	
VII. Age of Project	
TOTAL	

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION AMENDMENT REQUEST/APPROVAL
PI-IS-VE-11 (Rev. 3-74)

INSTRUCTIONS: SUBMIT IN TRIPLICATE

Send To:

Department of Public Instruction
125 Langdon Street
Madison, Wisconsin 53702

Ctv. & LEA No.	School	Descriptive Title of Project	App.No.	Date

Please eliminate the following originally approved items:

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
				TOTAL $		

Request change to (be sure to list any portion of above items you wish to reduce instead of eliminate):

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
				TOTAL $		

REASON:

(change not to exceed project approval total)

Signed: _____

Title: _____

DO NOT WRITE BELOW THIS LINE

____ Yes, your request is approved. Any items not lined out are approved for purchase; however, the amount reimbursable will not exceed the originally approved total.

____ No, we are sorry that we are not able to approve this change as submitted for the following reason:

By: _____

Date: _____

6.28 ALTERNATIVE FUNDING SOURCES

Funds from the Vocational Education Act Amendments of 1976 (Public Law 94-184) are commonly utilized to help support vocational education programs in Wisconsin. Other funding sources exist that can aid in the planning, implementing, and evaluation of vocational education.

Major options to explore include:

1. ESA TITLE IV, PARTS B AND C, OF THE EDUCATIONAL AMENDMENTS ACT OF 1978 (PUBLIC LAW 94-482)
2. YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT (YEDPA) OF 1977 (PUBLIC LAW 95-93)
3. CAREER EDUCATION INCENTIVE ACT (PUBLIC LAW 95-207)
4. EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 (PUBLIC LAW 94-142)
5. SURPLUS OR EXCESS FEDERAL PROPERTY
6. FINANCIAL AGREEMENTS WITH OTHER DISTRICTS

Congress has attempted to coordinate activities funded by ESA Title IV, YEDPA, and the Education for All Handicapped Children Act. Each of these Acts carries the requirement that they are to be operated under a plan which has been developed with the assistance of, and in consideration of the activities supported by, each of the other plans. This is a new requirement and imposes increased planning and accountability loads on both state and local educational agencies. However, without this requirement, there would be a great deal of wasted funds due to various agencies accepting federal mandates for serving the same clientele without regard for services provided by other agencies.

Elementary and Secondary Education Act (ESEA) Title IV, Parts A, B and C

Some vocational education needs in local districts can be met through ESEA Title IV. Part B provides a per capita grant to local districts for the following purposes:

A. To buy library resources, textbooks, and other instructional materials.

B. To purchase laboratory equipment and other special equipment and for related minor remodeling in academic subject areas. (Academic areas as defined in the Title IV Guidelines of 1978 include industrial arts and career education.)

C. To provide guidance and counseling and testing programs.

Part C grants are competitive awards, separate from Part B grants, to be used for the following purposes:

A. For supplemental centers and services to stimulate the provision of vitally-needed educational services including preschool education, special education, compensatory education, vocational education, education of the gifted and talented children and dual enrollment programs for the exemplary programs. Costs of remodeling, leasing, or constructing necessary facilities are covered.

B. For the support of demonstration projects to improve nutritional and health services in public and private schools to children from low income families.

C. For strengthening the leadership resources of state and local educational agencies.

D. For dropout prevention programs.

An example of the type of program that can be funded is outlined in the abstract on the next page.

RHINELANDER TITLE IV-C PROJECT

Title: Adaptation of Exploratory Energy Program Resulting in Industrial Education Program Enrichment

Audience: Students, Grades 7-8

Coordinator:

DPI Supervisor:

Grant Award: $8,011

How can students better understand energy, the problems and long-range solutions? For Rhinelander, the answer is adapting an energy education program in industrial arts originally created at Westfield High School, Westfield, Wisconsin. An initial six-week unit in energy will serve as a base for an eventual energy program for grades seven through twelve. Students will explore occupational possibilities and participate in "hands-on" activities dealing with many forms of energy--electrical, mechanical, fluid, wind and solar power. Also, students will master such energy concepts as: availability, conversion, transmission, storage, control, and conservation.

ESEA TITLE IV funding may be useful for any of the following purposes:

1. When a local needs assessment indicates the need for a particular approach to a vocational education program, all parts of which are not covered by VEA funding.

2. For improvement and enrichment of programs directly related to, but not a part of vocational education. Examples could be career education, career counseling, and vocational sequence courses at the middle or junior high school level.

3. When local matching funds are not available for VEA matching grants, the one hundred percent funding available through ESEA Title IV may be a way to meet immediate needs.

4. For purchase of library media, both print and nonprint, related to vocational education courses.

5. For purchase of equipment required in vocational courses, particularly sequence courses, not fundable under VEA.

Vocational education is only one of the program areas supplemented by Title IV. However, for effective vocational program planning and operation, it may be very desirable to periodically explore the potential of Title IV. A copy of current Title IV Guidelines should be on file in each district. For additional information, contact Dr. William Bowman, ESEA Title IV Consultant, Room 427B, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702 (608)266-5357.

Youth Employment and Demonstration Projects Act (YEDPA)

Effective August 5, 1977, this act amended the Comprehensive Employment and Training Act (CETA) of 1973 by adding several new programs for youth. The purpose of this new program is to employ and increase the future employability of young persons, to help coordinate and improve existing career development approaches, to set up employment and training programs, and to test different approaches to solving the employment problems of youth.

YEDPA contains four subjects:

1. The Young Adult Conservation Corps (YACC)
2. Youth Incentive Entitlement Pilot Projects (YIEPP)
3. Youth Community Conservation and Improvement Projects (YCCIP)
4. Youth Employment and Training Programs (YETP)

Local school districts must apply for funding to the local CETA prime sponsor in order to take advantage of any of the programs. (Not all YEDPA sections are intended for in-school youth.) In order to participate, recipients must be members of families whose total income is not more than eighty-five percent of the Low Income Guideline established by the Bureau of Labor Statistics. Major aspects of each YEDPA program follow:

Young Adult Conservation Corps (YACC) - These programs involve work on public lands for out-of-school youth, ages sixteen to twenty-one. The are similar to the Civilian Conservation Corps camps of the 1930's. Local school districts would not submit applications for this program. Community-based organizations in areas of the state in which there are federal lands would submit applications to provide work experience for early school leavers or those high school graduates who cannot find employment.

Youth Incentive Entitlement Pilot Projects (YIEPP) - LEA's may submit applications on a nationally competitive basis. These programs provide funds for work experience that serve as an incentive for youths to remain in school. Funding is for the entire year, including summer vacation.

Youth Community Conservation and Improvement Projects (YCCIP) - It is the intent of Congress that where feasible, applications be submitted by neighborhood and community-based organizations. This program serves youths sixteen through nineteen who are unable to obtain employment and includes those who have demonstrated special needs. Because active supervision is essential if students are to develop good work habits and job skills, one full-time supervisor is required for every twelve youths. It is recommended that eligible CETA Title II and Title IV participants be hired as supervisors. Each project must provide the community with measureable benefits and the participants with improved work habits, job skills, and academic credit where applicable.

Youth Employment and Training Program (YETP) - Of the four YEDPA programs, the Youth Employment and Training Program offers the greatest opportunity for LEA's to serve in-school youth, ages sixteen through twenty-one who qualify for CETA funding. (Some prime sponsors allow fourteen and fifteen year olds to participate.) The purpose of YETP is to enable economically disadvantaged youth to secure unsubsidized employment upon completion of the program. In addition, this program explores creative approaches to dealing with the structural unemployment problems of youth and the immediate problems of youth in need of an unable to find employment.

"In-school" refers to a program that provides employment experiences and/or transitional services to in-school youth. It includes youths who are currently attending secondary or technical schools. Youths who have not completed high school and who agree to enroll in a program leading to a high school diploma or its equivalent would qualify for the program.

Employability readiness instruction must be provided as a structured part of the YETP program. Employment may be provided by either nonprofit or for-profit employers. The minimum wage is paid. (If participants are 14-15 years old, a sub-minimum wage can be paid at the rate set forth in section 14(b) of the Fair Labor Standards Act.)

Details on YETP can be secured from the local CETA prime sponsor. Applications for funding should include evidence of joint planning between LEA and other community agencies that serve youth. Labor unions must also be involved in program planning.

YETP work experience can provide options for disadvantaged youth who may not be profting from the regular vocational program. The work experience can motivate students to put greater efforts into their studies when they realize that a job demands some basic skills. Successful work experience can positively affect students' attitudes and behaviors in school. The social skills learned on the job particularly through interacting with adult authority figures can improve students' relationships with teachers. However, a work experience outside of school should not be considered a substitute for a vocational education in school. Students are likely to receive general employability skills through YETP work experience, rather than specific job skills. Yet specific marketable skills are needed by disadvantaged students if they are to break out of the cycle of poverty and dependence that they find themselves in. Therefore, CETA work experience programs should be seen as a complement to rather than a substitute for vocational education in the secondary school.

CAREER EDUCATION INCENTIVE ACT (PUBLIC LAW 95-207)

This Act authorizes funds for elementary, secondary and post-secondary career education. The Act authorizes allotments to each state over a five-year period:

$ 50,000,000 for FY 79
$100,000,000 for FY 80
$100,000,000 for FY 81
$ 50,000,000 for FY 82
$ 25,000,000 for FY 83

The administration budget did not include actual funding for the Act even though it was signed into law by President Carter on December 13, 1977. However, the House and Senate approved $32.5 million for FY 79 before they recessed in October, 1978. As soon as federal guidelines are received at DPI, guidelines will be prepared for LEA's to secure the funds.

For the five-year period, the percent of a state's allotment can be used each year for leadership activities; eighty percent the first year, and eighty-five percent thereafter must be used to encourage local efforts to implement career educations. Ten percent the first year and five percent the second through the fifth year can be used for state-level administration, coordination, and revision of the State Plan for Career Education.

Local LEA's may use their funds for the following purposes:

A. Implementing career education concepts and approaches in the classroom.

B. Developing and implementing comprehensive career guidance services.

C. Developing and implementing collaborative relationships.

D. Developing and implementing work experiences.

E. Employing local career education coordinators.

F. Training of local career education coordinators.

G. Providing inservice education for education personnel, especially teachers, counselors, and school administrators.

H. Conducting institutes for members of boards of LEA's, community leaders and parents.

I. Purchasing instructional materials and supplies for career education activities.

J. Establishing and operating community career education councils.

K. Establishing and operating career education resource centers.

L. Adopting, reviewing, and revising local plans for coordinating the implementation of the comprehensive program.

M. Conducting needs assessments and evaluations.

At least fifteen percent of the state's grant will be used to develop and implement comprehensive career guidance services.

Although vocational education represents only a part of the scope of career education, these funds may be particularly useful for conducting inservice for vocational educators. Inservice programs can help vocational educators accept the important role they play in the career development of their students. Supplies and materials secured with the funding can help vocational teachers integrate career education with their courses.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 PUBLIC LAW 94-142)

Public Law 94-142 was enacted to:

1. ensure that all children with exceptional educational needs (EEN), ages three through twenty-one, are provided a free, appropriate public education designed to meet their individual needs.

2. to ensure that the rights of children with EEN and their parents are protected.

3. to assist school districts in providing an education for children with EEN.

Children with EEN are those children, ages three to twenty-one (according to Wisconsin Statutes), who have been found by a milti-disciplinary team (M-team) to have:

a. a mental, physical, emotional, or learning disability.

b. A handicapping condition of mental retardation, hearing impairment, speech or language disability, visual disability, emotional disturbance, learning disability, or a physical or orthopedic disability.

c. a need for special education and related services.

Local education agencies (LEA's) are eligible to receive funds under Part B. A Cooperative Educational Service Agency (CESA) or County Handicapped Children's Education Board (CHCEB), or two or more LEA's in a 66.30 arrangement are also eligible. Funds are provided through two different mechanisms--on a flow-through or discretionary basis, or both.

Flow-through funds are available based on the number of children receiving special education and related services to the LEA. These funds may be used for excess costs of providing special education and related services according to the priorities established in the law. First priority is for children not receiving any education. Second priority is for those EEN children with the most severe handicaps in each disability area. One of the possibilities for funding under this section is "additional materials and equipment for programs for severely impaired children." Another possibility includes payment of salary of substitute teachers when regular or special education teachers must be involved in meetings to determine students' Individual Education Program (IEP). Both of these items are commonly needed by vocational programs in order to adequately serve EEN students.

Discretionary funds are awarded to LEA's, CESA's and County Handicapped Children Education Boards to provide direct and supportive services to students with EEN. A funding possibility for discretionary funds includes:

> Projects to provide supportive and related services to severely impaired children, to provide inservice activities and programming for severely impaired children, to develop career and vocational education programs for severely impaired children.

This source of funding might be utilized by districts that are not able to generate sufficient matching funds to utilize VEA set-aside funds for handicapped students. (EHA funds require no local matching.)

For futher information, contact John Stadtmueller, Section Chief, Federal Support Programs, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702, (608)266-2841.

FEDERAL SURPLUS PROPERTY

The federal property transfer program makes new or near-new supplies and equipment available to elementary, secondary, and post-secondary educational agencies, among others. A variety of items is available from office supplies to lathes to bulldozers to medical supplies and storage cabinets. These surplus items can be obtained for the cost of transportation and handling which amounts to about four percent of the original cost.

The federal property disposal process is regulated by Public Law 94-519 which went into effect in October, 1977. The law distinguishes between excess and surplus property. Excess property must be purchased at twenty-five percent of its original value. However, any excess property that is not transferred within sixty days is donated to the states as surplus which can be purchased for only the costs of transportation and handling.

In this state, the Wisconsin Federal Property Program, a unit within the Department of Administration, is the agency designated to disburse surplus items. It has five warehouse-sales centers located in Madison, Green Bay, Camp Douglas, Milwaukee, and Menominee. To purchase a surplus property, schools must establish their eligibility by filing required documents with the Wisconsin Federal Property Program. Equipment needs are submitted with the eligibility forms.

The law that went into effect in 1977 expanded the list of eligible groups to include any public agency at the state or local level for any public purpose. Consequently, schools face much more competition for the surplus property than is available. Conscientiously and actively seeking these surplus items can add equipment and supplies to the vocational programs at a relatively low price.

FEDERAL WAREHOUSE-SALES CENTERS IN WISCONSIN

CAMP DOUGLAS
General Delivery
Camp Douglas, WI 54618
(608)427-6575

GREEN BAY
2965 Ramada Drive
Green Bay, WI 54300
(414)497-4173

MADISON
201 South Dickinson
P.O. Box 1585
Madison, WI 53701
(608)266-1561

MENOMINEE
Tainter Street
Box 97
Menominee, WI 54751
(715)232-2178

MILWAUKEE
1925 East Kenilworth
Milwaukee, WI 53202
(414)963-5391

FEDERAL GRANTS

Money is available through a variety of federal agencies for specialized work in vocational education. The best source for specifics in this area is the Catalog of Federal Domestic Assistance. This may be obtained for $18.00 from the Superintendent of Documents, U. S. Printing Office, Washington, D. C. It might also be available for review from university research centers.

FOUNDATION GRANTS

Foundation grant information may be procured from the Columbia University Press, New York, New York. The publication is entitled Foundation Directory and is available for $35.00. This also may be available for review from university research centers.

LOCAL ALTERNATIVES

Additional sources of funding may be available in your local community. Service clubs, labor organizations, and professional groups often put money into worthwhile projects. A good place to start is with the president or chairperson of these organizations. Industry is often willing to provide surplus equipment and/or materials to schools for free. (Equipment donated to schools becomes a tax deduction.) A letter of appreciation or recognition will ensure their future help.)

Correctional institutions often look for vocational facilities or programs. A shared effort can result in a new funding source for your vocational education endeavor.

FINANCIAL AGREEMENTS WITH OTHER DISTRICTS

It is often necessary for school districts, particularly in sparsely populated areas to provide programs jointly. These types of joint agreements are discussed in the section on Alternate Delivery Systems. Although joint agreements between districts are fiscal alternatives, the agreements usually have greater implications for how the vocational program is delivered than do most of the funding sources cited here.

SUMMARY

Vocational education is often described as a high-cost program. This is debatable in light of the objectives and outcomes of the program. But the expense of initiating, maintaining, and improving programs can be offset by securing additional funding. It is hoped that the sources listed here will be of help in your search. Don't overlook the expertise of school, community and state leaders in your search for funding.

Serious searching requires a team approach.

Before you begin seeking funds, be sure of what you have, what you want to do, how you plan to accomplish it, and specifically, what kind of financial help you need.

"ALTERNATIVE FUNDING SOURCES"
Written by Albert Pitts, Alfred Block, and Keith Meyers

The authors listed above prepared these materials for the Bureau for Vocational and Career Education, Wisconsin Department of Pubic Instruction.

SECTION VII

7.0 ACCOUNTING

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7.1 GENERAL PROCEDURES

When the VE-3 is approved, Part IV, the Financial Plan, is sent to the Vocational Education Fiscal Office. The total amounts approved in the five categories of expenditures are entered on the computer.

After all the approvals are on the computer an encumbrance report, PI-1055 is generated. This report is sent to the school district. The school districts are asked to fill in the amounts they actually intend to spend in each category. The amount encumbered is limited to the amount approved on the VE-3 or on a VE-11. When the encumbrance reports are returned, the encumbrances are entered on the computer.

Form VE11 is used to revise the budget figures. Revisions can be made across expenditure types until April 1. Revisions within an expenditure type may be made until June 30.

The actual expenditures are reported on form 1086. They are due in the fiscal office by July 31. In filling out this form, it is important to use the exact project number as it appears on the VE-3. The item descriptions in the detailed transaction section should be the same as on the financial plan. On the summary the expenditures should be totaled by type.

1 - In-class teaching salary

2 - Equipment

3 - Travel

4 - LVEC salary, consultant fees, supplies

5 - Planning and coordination time and extended contracts

7.2 GENERAL GUIDELINES FOR COMPLETING FORM 1086

1. Items must be approved on the financial plan or a VE-11 change form.
2. Resource or instructional materials must be approved individually prior to purchase; they must be claimed in the same manner.
3. Items must be ordered after the date of approval and during the fiscal period and claimed on the claim for the proper period.
4. Purchase order number and date, and check number and date reported on the claim must substantiate #3 above.
5. Items may exceed the approved amount by 10% if the total approval for the expenditure type is not exceeded.
6. Claims may not exceed encumbered amount but report on the claim the exact amount, deducting handling or freight charges, for audit trail.
7. Items approved as sets must be purchased and invoiced as sets.
8. Please use item description and vendor name for Vocational Education.
9. Conference expense allowances are for DPI sponsored or approved conferences only.
10. Out-of-state travel is not allowed.
11. Travel documentation must be detailed at district - claim must include monthly dates and check numbers and not grouped together. Use of school car or personal car must be indicated. A letter to certify validity of travel expenses must be included with claim.
12. Extended and regular contracts must be separate.
13. If approved for the course, the extended contract must be fulfilled.
14. Shipping and installation charges are not reimbursed.
15. Time sheets must be kept for personnel not on contract, i.e. clerical.
16. Back-up to support student transportation rate computation on VE application must be available for audit.
17. Please refer to Schedule of Records and Reports for due dates.

STEPS--APPROVAL, CHANGE AND CLAIM PROCESS

When the Financial Plan is approved the consultant fills in the amount approved in each expenditure type. Beginning with fiscal year 1980, only in-class teaching time is included in expenditure type one. (See Samples 1 and 2.) A resource list must be submitted to itemize supplies such as film strips. (See Sample 3.)

During the year as revisions to the budget must be made, a form VE-11 is used to request the changes. All VE-11 forms are forwarded to the fiscal office. Those the consultant approves actually change the Financial Plan.

The sample application was revised three times with VE-11's. The first, on 8-21-79, was to change the instructor. Without an approved change the project would not be funded. The second revision replaced a slide set, expenditure type 4, with a metric set, expenditure Type 2. Because it was submitted before April 1, it was approved. The third revision was submitted after April 1, so travel time, expenditure type 3 could not be switched to equipment, (expenditure Type 2). The second item, a change in equipment was approved. (See Samples 4, 5 and 6.)

After the approved revisions are entered on the approval, the total amount approved is decreased. (See Sample 7.)

The planning encumbrance report is a computer printout of all approved projects. This is used to obligate monies that districts are eligible to claim. (See Sample 8.) The date and number of purchase order is included on PI-1086 at claim time.

A claim, with encumbrance purchase order information can be submitted any time the district needs money; final claims are due no later than July 31. It is only necessary

to send one copy. Sample 9 shows the claim as it was submitted for our project. Sample 10 is an example of a travel letter which must accompany any claim containing travel expense.

The claim is audited against the approved or revised budget. Smaller items are checked against a resource list. An item is allowed up to 110 percent of the approved amount providing the encumbrance in the category is not exceeded. As an example, in the detailed Item 9, the electrical demo rack, was allowed for the full cost (it was within 110 percent of the approved amount). Item 13, the sander could only be reimbursed for $275.00, 110 percent of the approved amount. However, only $3,925.00 was encumbered for equipment, so the sander will only be reimbursed for $249.55. (See Sample 11.)

When districts have met the VEA requirements, the claims are audited. At the time of payment a computer generated transmittal statement is included, stating reimbursement for each project. (See Sample 12.)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR CAREER AND MANPOWER DEVELOPMENT
VOCATIONAL EDUCATION APPLICATION
PI-IS-VE-3 (Rev. 1-78)

INSTRUCTIONS: Prepare in duplicate. Submit original only. Must be filled out completely. Do not make reference to previous applications.

SUPPLEMENT TO LOCAL LONG-RANGE PLAN FOR VOCATIONAL EDUCATION

Leave Blank

CAPSTONE COURSE:	☒ REGULAR ☐ SPECIAL NEEDS	☐ NEW ☒ RENEWAL	APPLICATION DATE	PRIOR APP. NUMBER (IF ANY)
			May 7, 19 79	0-2407/A113

CO. & LEA NO.	CESA	SCHOOL OR AGENCY NAME	CITY	TITLE OF COURSE
12 4621	8	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

1. MINUTES OF THE PROGRAM'S MOST RECENT ADVISORY COMMITTEE MEETING MUST BE ATTACHED. PLEASE INCLUDE A LIST OF THE MEMBERS AND THE INTERESTS THEY REPRESENT.

2. FOR RENEWAL COURSES, PROVIDE THE FOLLOW-UP INFORMATION FOR LAST YEAR'S CAPSTONE COURSE GRADUATES. NUMBER OF STUDENTS:

- 7 Employed full time in area of preparation or a related area.
- 2 Employed full time in area unrelated to preparation.
- 1 Continuing education in related area of preparation—4-year school.
- 2 Continuing education in related area of preparation—1- or 2-year school.
- - Continuing education in area unrelated to preparation.
- 1 Unemployed, seeking work.
- 1 Other, not seeking work.

3. MAJOR PERFORMANCE OBJECTIVES OF THIS CAPSTONE COURSE. ESTIMATE PERCENT OF STUDENTS:

- 75 % Prepare labor market entrants.
- 25 % Prepare for post H.S. program at less than baccalaureate level.
- ___ % Other (Specify) _____

4. DOES CURRENT MANPOWER DATA INDICATE A NEED FOR OFFERING THIS COURSE? ☐ YES ☐ NO

5. GIVE TITLES AND NUMBERS OF OCCUPATIONS PREPARED FOR—USE 6 DIGIT OE CODES AND NAMES AS FOUND ON PAGES 3-7 TO 3-9 IN THE LVEC HANDBOOK.

01.01 Agr. Production
01.02 Agr. Supplies
01.03 Agr. Mechanics
01.04 Agr. Products
01.05 Ornamental Horticulture
01.06 Agr. Resources
01.07 Forestry

6. IDENTIFY BY NAME THE PRIMARY GEOGRAPHIC LABOR MAR[illegible] WHICH GRADUATES OF THIS COURSE WILL PROBABLY GO.

Yellowstone and Fergus Counties

SAMPLE 1

7. IF YOU WISH TO RECEIVE CONSIDERATION [illegible]VING STUDENTS IN THE CAPSTONE COURSE WHO ARE IDENTIFIED AS HANDICAPPED OR DISADVANTAGED, PLE.

1) CHECK THE "SPECIAL NEEDS" BOX AT THE TOP OF THIS PAGE.
2) ATTACH A DESCRIPTION OF SERVICES, ACTIVITIES, OR RESOURCES PROVIDED FOR THESE STUDENTS WHICH WOULD NOT BE AVAILABLE IN A REGULAR PROGRAM.
3) FILL IN THE FOLLOWING INFORMATION WHICH CAN BE VERIFIED IN CASE OF A LOCAL PROGRAM AUDIT.

INDICATE THE NUMBER OF STUDENTS IN THIS COURSE WHO ARE:

- 9 REGULAR
- 5 DISADVANTAGED
- 1 HANDICAPPED

(Do not count students in more than one category)

DISADVANTAGED (You may list several categories for each student if appropriate.)

- ___ Potential or actual dropouts.
- 3 From poverty families.
- 1 Members of minority groups.
- 1 Underachievers.
- ___ Borderline I.Q.
- ___ Other. (Specify) _____

HANDICAPPED

- ___ Mentally retarded.
- ___ Hard of hearing.
- ___ Deaf.
- 1 Speech impaired.
- ___ Visually handicapped.
- ___ Seriously emotionally disturbed.
- ___ Crippled.
- ___ Special learning disabilities.
- ___ Other. (Specify) _____

THE BOARD OF EDUCATION AGREES TO COMPLY WITH THE FEDERAL AND STATE REGULATIONS IN SUCH MATTERS AS:

1) MAINTENANCE OF EFFORT IN TERMS OF THE LEA'S SHARE OF EXPENDITURES.
2) MAINTENANCE AND AUDITING OF RECORDS IN SUCH A WAY AS TO AVOID THE COMMINGLING OF VEA & OTHER FEDERAL FUNDS.
3) SUBMISSION OF NECESSARY REPORTS.
4) PROVIDING THE INFORMATION ON THIS APPLICATION TO THE BEST OF THEIR KNOWLEDGE.

	(SIGNATURE)	(NAME TYPED)	DATE
HEAD ADMINISTRATOR (SIGNATURE also Part IV, initials if applicable)	Bernie Doucette	Bernie Doucette	5-7-79
LVEC	Ann Cooledge	Ann Cooledge	5-5-79
CAPSTONE TEACHER	Joe Schield	Joe Schield	5-7-79

1. CAPSTONE TEACHER'S NAME Joe Schield	SALARY	DATES	REIMBURSABLE FRACTION	AMOUNT CHARGEABLE
IF A SUMMER CONTRACT IS PROVIDED, PLEASE LIST THE NATURE OF DUTIES PERFORMED DURING THIS FISCAL YEAR. (Cooperative programs require a summer contract see co-op guidelines.) Home visits, individual instruction of students, program development, inservice, training stations, local and state fairs, work on curriculum, etc.	9 Month Contract $ 9,000	From 9-1-79 To 6-10-80	3/4	$ 2,572
	Summer Contract $ 4,000	From 7-1-79 To 9-1-80 From 6-10-80 To 6-30-80	1/1	$ 4,000

2. CAPSTONE TEACHER'S ANTICIPATED DAILY SCHEDULE FOR SCHOOL YEAR IN WHICH THIS PROJECT WILL OPERATE.

(A) CLASS PERIOD	(B) SUBJECTS TAUGHT, ADMINISTRATIVE DUTIES, OR OTHER ASSIGNMENTS.	(C) MINUTES PER DAY	(D) DAYS PER WEEK	(E) EST. NO. OF STUDENTS
1	Preparation	50	5	-
2	Agriculture Survey	50	5	23
3	Animal Science	50	5	18
4	Ornamental Horticulture	50	5	15
5	Crop and Soil Science	50	5	20
6	Agribusiness Mgt. (Related Class)	50	5	15
7	Coordination	50	5	15
8	Coordination	50	5	15

NOTE: 1) PLEASE LIST ANTICIPATED SCHEDULE FOR THE YEAR IN WHICH PROGRAM WILL OPERATE. SUBMIT CHANGES WHEN THEY ARE AVAILABLE.
2) FOR MODULAR OR VARIED SCHEDULES, ATTACH A SUPPLEMENT PROVIDING ALL INFORMATION REQUESTED IN (A) THROUGH (E) ABOVE. LABEL EACH PERIOD INCLUDING PREPARATION TIME.
3) DISTINGUISH BETWEEN PREPARATION AND COORDINATION PERIODS. DO NOT LIST COORDINATION TIME BEYOND THE REGULAR SCHOOL DAY (STUDENT-ATTENDED PERIODS).

3. DESCRIPTION OF VOCATIONAL CAPSTONE PROGRAM

	COURSE TITLE	MINUTES PER DAY	DAYS PER WEEK	NO. OF WEEKS	EST. ENROLL. BY GRADE 9	10	11	12	Teacher's Name (Dist. Ed. Only)
CAPSTONE	Agribusiness Mgt.	50	5	36	-	-	-	15	
PREREQUISITES (REQUIRED)	Agr. Survey	50	5	36	23	-	-	-	
	Crop & Soil Science	50	5	36	-	-	20	-	

LIST OTHER RELATED VOCATIONAL COURSES AVAILABLE BUT NOT REQUIRED.
Animal Science, Horticulture, Marketing, Dairy Science, Agr. Mechanics

4. CHECK LOCAL STUDENT GROUP WHICH WILL BE PART OF THE TOTAL VOCATIONAL EDUCATION PROGRAM:

- ☐ DECA DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
- ☐ FBLA FUTURE BUSINESS LEADERS OF AMERICA
- ☒ FFA FUTURE FARMERS OF AMERICA
- ☐ FHA-HERO FUTURE HOMEMAKERS OF AMERICA-HOME ECONOMICS RELATED OCCUPATIONS
- ☐ VICA VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
- ☒ JDA OTHER _____

PART II continued

5. HOW WILL STUDENT GROUP SUPPLEMENT THE CAPSTONE PROGRAM:

Leadership development activities, awards program in competitive events, citizenship activities, community activities, etc.

6. ATTACH A DESCRIPTION OF THE CLASSROOM LABORATORY FOR THIS PROGRAM. (REQUIRED FOR NEW PROGRAMS AND WHEN THE CLASSROOM HAS BEEN CHANGED SIGNIFICANTLY SINCE LAST APPLICATION.)

7. ATTACH CAPSTONE COURSE OUTLINE INCLUDING TEXTS AND OTHER RESOURCE MATERIALS. (REQUIRED FOR ALL PROGRAMS ANNUALLY.) (Only for new programs in agr. or if changed from previous year)

PART III

COOPERATIVE PROGRAMS

COMPLETE THIS PART ONLY IF STUDENTS ARE PLACED ON JOBS AS A COURSE REQUIREMENT

1. NUMBER OF CAPSTONE STUDENTS THAT WILL BE PLACED ON JOBS AS A COURSE REQUIREMENT: 15

2. NUMBER OF SCHOOL CREDITS TO BE GIVEN FOR ON-THE-JOB TRAINING: 1

3. NUMBER OF TIMES PER MONTH THAT WORK STATIONS WILL BE VISITED BY TEACHER: 2

4. ARE STUDENTS RECEIVING AT LEAST THE MINIMUM WAGE? Yes X No _____
IF NO, WHAT PROVISIONS ARE BEING MADE IF SUB-MINIMAL WAGE IS PAID?

5. AVERAGE NUMBER OF HOURS PER WEEK THAT STUDENTS SPEND:

	5-DAY WEEK	WEEKEND	NUMBER OF WEEKS
ON JOB	15	-	33
IN SCHOOL	25	-	36
TOTAL	40	-	-

(NOTE: TOTAL IN-SCHOOL AND ON-JOB HOURS MUST NOT EXCEED 40 HOURS PER 5-DAY WEEK NOR 48 HOURS IF STUDENT ALSO WORKS WEEKENDS.)

6. DESCRIBE HOW THE ON-THE-JOB TRAINING WILL BE RELATED TO THE CLASSROOM INSTRUCTION.

Through a training plan written for each student, visits to employer, discussion of problems that occur on the job, student, employer, teacher conferences, and advisory meeting.

7. LIST COORDINATION ACTIVITIES IN ADDITION TO WORK STATION VISITATIONS.

Home visitation
Individual instruction
FFA activities
Public relations activities
Placement activities
Advisory committee meetings
Updating teaching and resource material

8. WILL THERE BE ANY INNOVATIONS OR VARIANCES FROM COOPERATIVE EDUCATION STANDARDS?
Yes ____ No X IF YES, PLEASE DESCRIBE?

9. ATTACH A COPY OF THE TRAINING AGREEMENT AND SAMPLE COMPLETED TRAINING PLAN. (REQUIRED FOR NEW PROGRAMS AND WHEN THERE IS A SIGNIFICANT CHANGE.)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
0-2407 A 123	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
1h			Joe Schield 2/7	9-1-79 6-10-80				2572	1
1h			Joe Schield-ext. contract	7-1-79-9-1-79 6-10-80-6-30-80				4000	2
2c			Joe Schield - travel					750	3
1j			DPI called conferences					250	4
2b	1	390	Basic Meat Cuts - model					390	5
2b	1	250	Slide Set - Judging Cattle					250	6
2b	1	200	Resource Material					200	7
2a	1	180	Wilton Vise					180	8
2a	1	620	Electrical Demo Rack					620	9
2a	2	430	Power Mech. Benches, 10'x24'					860	10
2a	1	1672	Snap on Tool Set					1672	11
2a	1	300	Power Washer					300	12
2a	1	250	Sander					250	13
				TOTAL REQUESTED				12294	

9 EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries	2572	
02. Equipment	3882	
03. Travel	1000	
04. Other Salaries, Materials, etc.	4840	
TOTAL	12,294	

10. FIRST YR PROJECT CERTIFICATION
Only for classroom projects requiring classroom time salary.
I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.
Initials of Head Administrator

For DPI Use
11. REIMBURSEMENT RATE

12 *For DPI Use* Type
[ ] Disadv. [ ] Handic. [ ] Disadv. & Handic.

13 *For DPI Use* Approval Signature of Consultant

For DPI Use
14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
0-2407 A 123	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l.	Replace.	Rental	7. Total Cost	8. Item No.
1h			Joe Schield 2/7	9-1-79 6-10-80				2572	1
1h			Joe Schield-ext. contract	7-1-79-9-1-79 6-10-80-6-30-80				4000	2
2c			Joe Schield - travel					750	3
1j			DPI called conferences					250	4
2b	1	390	Basic Meat Cuts - model					390	5
2b	1	250	Slide Set - Judging Cattle					250	6
2b	1	200	Resource Material					200	7
2a	1	180	Wilton Vise					180	8
2a	1	620	Electrical Demo Rack					620	9
2a	2	430	Power Mech. Benches, 10'x24'					860	10
2a	1	1672	Snap on Tool Set					1672	11
2a	1	300	Power Washer					300	12
2a	1	250	Sander					250	13
				TOTAL REQUESTED				12294	

SAMPLE 2

9 EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries	2572	
02. Equipment	3882	3882.00
03. Travel	1000	1000.00
04. Other Salaries, Materials, etc.	4840	840.00 / 6572.00
TOTAL	12,294	12,294.00

10. FIRST YR PROJECT CERTIFICATION

Only for classroom projects requesting classroom time salary.

I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.

Initials of Head Administrator

For DPI Use

11. REIMBURSEMENT RATE

12. For DPI Use Type

Grants | Direct | Part I Spec

13. For DPI Use Approval Signature of Consultant

Floyd Dossing

For DPI Use 14 PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

7.5 SAMPLE RESOURCE LIST

RESOURCE LIST

Please add to Jackson High School VE-3 for 1979-80.

Judging Beef Heifers-slides and tape cassette		$24.00
Judging Breeding Ewes-slides and tape cassette		23.00
Market Hog Evaluation-slides and tape cassette		33.00
VENDOR: Hirschinger Co.	TOTAL	$80.00
Shearing a Sheep-Super 8 filmloop		36.00
Transplanting-Super 8 filmloop		22.50
Careers in Environmental Protection-Film-Cassette		23.50
Use of the Level: Setting up the Instrument-filmstrip		19.00
Careers in Agricultural Products-Film-Cassette		19.00
VENDOR:Nasco	TOTAL	$120.00

SAMPLE 3

approved
8-3-79
J J Doering

7.6 SAMPLE VE-11 Personal

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION AMENDMENT REQUEST/APPROVAL
PI-IS-VE-11 (Rev. 3-74)

INSTRUCTIONS: SUBMIT IN TRIPLICATE

Send To:
Bureau for Career & Manpower Development
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

SAMPLE 4

Civ. & LEA No.	School	Descriptive Title of Project	App.No.	Date
12 4621	Jackson High Scho	Voc. Agr./Agribusines s	0-24070/A123	8/21/79

Please eliminate the following originally approved items:

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
1h			Joe Schield, Regular Contract	9/1/79-6/10/80	2572	1
1h			Joe Schield, Ext. Contract	7/1/79-9/1/79 6/10/80-6/30/80	4000	2
2c			Joe Schield, Travel		750	3
				TOTAL $	7322	

Request change to (be sure to list any portion of above items you wish to reduce instead of eliminate):

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
1h			Frank Olson, Regular Contract	9/1/79-6/10/80	2430	1
1h			Joe Schield, Ext. Contract	7/1/79-9/1/79	2983	2
1h			Frank Olson, Ext. Contract	6/10/80-6/30/80	930	2
2c			Joe Schield, Travel Frank Olson, Travel	7/1/79-9/1/79 9/1/79-6/30/80	200 550	3
REASON:				TOTAL $	7093	

(change not to exceed project approval total)

Signed: Ann Coolidge

Title: LVEC

DO NOT WRITE BELOW THIS LINE

✓ Yes, your request is approved. Any items not lined out are approved for purchase; however, the amount reimbursable will not exceed the originally approved total.

___ No, we are sorry that we are not able to approve this change as submitted for the following reason:

By: Floyd Doering

Date: 9/15/79

7.7 SAMPLE VE-11 Equipment

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION AMENDMENT REQUEST/APPROVAL
PI-IS-VE-11 (Rev. 3-74)

SAMPLE 5

INSTRUCTIONS: SUBMIT IN TRIPLICATE

Send To:
Bureau for Career & Manpower Development
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Cty. & LEA No.	School	Descriptive Title of Project	App.No.	Date
12 4621	Jackson High School	Voc. Agr./Agribusiness	0-24070/A123	3/21/80

Please eliminate the following originally approved items:

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
2b	1	250	Slide Set - Judging Cattle		250	6
				TOTAL $	250	

Request change to (be sure to list any portion of above items you wish to reduce instead of eliminate):

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
2a	1	225	1/2" Drive Metric Set		225	6
				TOTAL $	225	

REASON:

Change in priorities

(change not to exceed project approval total)

Signed: Ann Coolidge

Title: LVEC

DO NOT WRITE BELOW THIS LINE

____ Yes, your request is approved. Any items not lined out are approved for purchase; however, the amount reimbursable will not exceed the originally approved total.

____ No, we are sorry that we are not able to approve this change as submitted for the following reason:

By: Wayne Downing

Date: 3-30-80

7.8 SAMPLE VE-11 Personal Equipment

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION AMENDMENT REQUEST/APPROVAL
PI-IS-VE-11 (Rev. 3-74)

INSTRUCTIONS: SUBMIT IN TRIPLICATE

Send To:
Bureau for Career & Manpower Development
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Cty. & LEA No.	School	Descriptive Title of Project	App.No.	Date
12 4621	Jackson High School	Voc. Agr./Agribusiness	0-24070/A123	4/5/80

Please eliminate the following originally approved items:

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
2c			Frank Olson, Travel		550	3
2a	2	460	Power Mech Benches, 10'x24'		860	10
2a	1	250	Sander		250	13
				TOTAL $	1660	

SAMPLE 6

Request change to (be sure to list any portion of above items you wish to reduce instead of eliminate):

1. Prior. No.	2. Quantity	3. Unit Cost	4. Item or Teacher's Name (List Equip. Installation Cost as Separate Item)	5. Remarks (If Salary, Note Period Covered)	6. Total Cost	7. Item No.
2c			~~Frank Olson, Travel~~	Not approved	500	3
2a	3	286	Power Mech Benches, 10'x20'		858	10
2a	1	300	~~Sander~~	Not approved	~~300~~	13
				TOTAL $	1658	

REASON:

Three smaller benches would be more efficient. Sander cost more than anticipated and less travel costs than anticipated.

(change not to exceed project approval total)

Signed: Ann Coolidge

Title: LVEC

DO NOT WRITE BELOW THIS LINE

____ Yes, your request is approved. Any items not lined out are approved for purchase; however, the amount reimbursable will not exceed the originally approved total.

____ No, we are sorry that we are not able to approve this change as submitted for the following reason:

By: Floyd Doering

Date: 4-15-80

7.9 SAMPLE VE-13

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
FINANCIAL PLAN
P.L. 94-482
PI-1313

INSTRUCTIONS: Complete 1 copy for each vocational education application. Submit with the application.

For DPI Use Project Number	School or Agency	City	Title of Course
0-2407 A 123	Jackson High School	Jacksonville	Voc. Agr./Agribusiness

IV. FINANCIAL PLAN

1. Priority No.	2. Quantity	3. Unit Cost	4. Item or Teacher Name	5. Salary Period	6. Equipment Type Check Add'l	Replace.	Rental	7. Total Cost	8. Item No.
1h			FRANK OLSON ~~Joe Schield~~ 2/7	9-1-79 6-30-80				~~2430~~ 2572	1
1h			JOE SCHIELD - Ext. Cont. FRANK OLSON ~~Joe Schield~~ ext. contract	7-1-79-9-1-79 6-10-80-6-30-80				2483 ~~2,000~~ 980	2
2c			Joe Schield - travel	7/1/79-9/1/79				~~300~~ 200	3
1j			FRANK OLSON - TRAVEL DPI called conferences	7/1/79-6/30/80				~~300~~ 250	4
2b	1	390	Basic Meat Cuts - model					390	5
~~2b~~ 2	1	250	~~Slide Set - Judging Cattle~~ ½" Drive Motor Set					~~250~~ 225	6
2b	1	200	Resource Material					200	7
2a	1	180	Wilton Vise					180	8
2a	1	620	Electrical Demo Rack					620	9
2a	3	~~430~~ 286	Power Mech. Benches, ~~10'x14'~~ 10'x20'					~~860~~ 858	10
2a	1	1672	Snap on Tool Set					1672	11
2a	1	300	Power Washer					300	12
2a	1	250	Sander					250	13
				TOTAL REQUESTED				12294	

SAMPLE 1

9. EXPENDITURE TOTALS FOR FY

Item	Amount Requested	For DPI Use Amount Approved
01. Instructional Salaries	2572	
02. Equipment	3882	4,105.00
03. Travel	1000	1000.00
04. Other Salaries, Materials, etc.	4840	590.00 / 6343.00
TOTAL	12,294	12,038.00

10. FIRST YR PROJECT CERTIFICATION

Only for classroom projects requesting classroom time salary

I CERTIFY that additional salary expense exclusive of summer contract has been or will be incurred due to this new course offering.

Initials of Head Administrator

For DPI Use

11. REIMBURSEMENT RATE

12. *For DPI Use* Type
☐ Disadv. ☐ Handic. ☐ Disadv. Handic.

13. *For DPI Use* Approval Signature of Consultant

For DPI Use 14. PROJECT RATING

I. Econ. Depressed Area	
II. Relative Ability to Pay	
III. Sex Role Stereotyping	
IV. Special Needs	
V. Special Costs	
VI. Manpower Needs	
VII. Age of Project	
VIII. High Dropout	
IX. Other	
TOTAL	

PI-1055
PGM-NO. J3500224
RUN DATE 4/10/80

SAMPLE B

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATION EDUCATION
ENCUMBRANCE BY DISTRICT
DISTRICT 4621

SCHOOL NAMES
JACKSON

FEDERAL PROJECT	SALARY APPROVED	SALARY ENCUMBERED	EQUIPMENT APPROVED	EQUIPMENT ENCUMBERED	TRAVEL APPROVED	TRAVEL ENCUMBERED	OTHER APPROVED	OTHER ENCUMBERED	( ) APPROVED	( ) ENCUMBERED
014040A T124	.00	--,---.--	2,420.00	--,---.--	200.00	--,---.--	.00	--,---.--	.00	--,---.--
024070A A123	.00	--,---.--	4,105.00	3,425.00	1000.00	--,950.00	590.00	--,590.00	6572.00	6343.00
053930A H266	7,200.00	--,---.--	.00	--,---.--	100.00	--,---.--	400.00	--,---.--	.00	--,---.--
------- ----	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--
------- ----	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--
------- ----	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--
------- ----	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--	--,---.--

ADD ANY PROJECT NOT LISTED ON THE LINE ABOVE

DISTRICT ADMINISTRATOR _____

L.V.E.C. _____

RETURN 1ST COPY SIGNED TO:
ACCOUNTING OPERATION - VOC. ED. UNIT
126 LANGDON STREET
MADISON, WI 53702

7.10 SAMPLE PI-1055 ENCUMBRANCE BY DISTRICT

REPORT OF LOCAL EXPENDITURES (Continued)
PI-1086 (Rev. 10-77) (Formerly PI-AD-88)

INSTRUCTIONS: Refer to detailed instructions on reverse.

CESA	Co.Code	LEA Code	Project No.	Grantee Legal Name	Report for Period Ending	Federal Program *Specify*
8	12	4621	0-24070/A123	Jackson High School	June 30, 1980	VEA
Project Name: Vocational Agriculture					Project Beginning Date: July 1, 1979	Project Ending Date: June 30, 1980

II. SUMMARY

Summarize Part I, Detailed Transactions, by account codes.

Account Code	Account Name	*Voc. Ed. Only* Expend. Type	Approved Budget	Unliquidated Encumbrances	Total Amount Paid to Date	Unencumbered Balance
	Instructional Salary	01	$ -0-	$ -0-	$ -0-	$ -0-
	Equipment	02	4,105.00	-0-	3,978.45	126.55
	Travel	03	1,000.00	-0-	917.00	83.00
	Other	04	590.00	-0-	583.90	6.00
	Coordination Salary	05	6,343.00	-0-	6,269.50	73.50
	TOTAL		$ 12,038.00	$ -0-	$ 11,748.85	$ 289.15

SAMPLE 9

Cash Summary: Total Funds Received to Date	Paid to Date *From Total of "Total Amount Paid to Date" column*	Cash on Hand at End of Period	Type of Report *Check appropriate box(es).*	Amount Requested
$ -0-	$ 11,748.85	$ N/A	☐ Advance ☒ Final Claim ☐ Partial Claim ☒ Encumbrance Report	$ 11,748.85

III. CERTIFICATION

I CERTIFY that all entries reported herein are properly substantiated; have not been claimed under any other state or federal program for any duplication of support; are in agreement with generally supported state and federal audit policies, procedures or regulations; and that no instructional equipment or material originated in, nor was exported from any communist country.

Signature of District Administrator (or Authorized Representative)	Date	*Voc. Ed. only* Signature of LVEC	Date
	6/30/80		6/30/80

For DPI Use Only

Signature of Program Administrator	Date	Amount Approved
		$

7.11 SAMPLE PI-1086 Local Expenditures

VII-15

Submit the originals of Parts I (Detailed Transactions) and II (Summary). For ESEA Title I also submit an additional copy of Part II.

I. DETAILED TRANSACTIONS

DATE: Report the date of the purchase order, payment voucher or check.

DOCUMENT IDENTIFICATION: Report purchase order number or the payroll period for salaries.

CHECK NO.: Report the check number of payment made.

ITEM NO.: *Complete for Vocational Education projects only.* Report the number assigned in the original budget request with approved changes.

VENDOR NAME AND/OR ITEM DESCRIPTION OR PAYEE: Report the name of the vendor (and type of expenditure, if required by program area) or the name of the payee.

ACCOUNT CODE: Report the account code for encumbrances or payments as given in your original budget, chart of accounts or in the School Financial Accounting System handbook. If an expense applies to two or more accounts, list separately.

ENCUMBRANCE +, LIQUIDATION(-) AMOUNT: An encumbrance is a formal obligation, not an expenditure. Report purchase orders and contract agreements as encumbrances. When payment is made, report a liquidation (-) of the exact amount of the original encumbrance, regardless of the actual amount paid.

Example: A purchase order for $200.00 was sent to order a tape recorder. This amount should then be shown as an encumbrance +. When the tape recorder is received, the invoice shows the price of the tape recorder as $210.00. Even though the invoice shows an amount greater than that encumbered, the encumbrance column should still be reduced by only $200.00 (-), the amount of the original encumbrance, when payment is made.

AMOUNT PAID: Report the amount of actual payment.

UNENCUMBERED BALANCE: Report the amount of approved funds that have neither been spent nor obligated. If an amount is encumbered for an item and less is actually paid for that item, add the difference to the unencumbered balance. If the amount paid is larger than the amount encumbered, subtract the difference from the unencumbered balance.

II. SUMMARY

PROJECT BEGINNING DATE: Report the official project approval date for ESEA Title I and Voc. Ed. For all other programs, provide the project grant award date. *No equipment or materials may be ordered and no services performed prior to this date.*

ACCOUNT CODE: List all account codes as used in your approved budget.

ACCOUNT NAME: Report the name of the account corresponding to the account code.

EXPENDITURE TYPE: *Complete for Vocational Education projects only.* Refer to LVEC Handbook.

APPROVED BUDGET: Enter the amounts approved for each account.

UNLIQUIDATED ENCUMBRANCES: Report unpaid encumbrances (obligations).

TOTAL AMOUNT PAID TO DATE: Report the actual amount of payment(s).

UNENCUMBERED BALANCE: Report the amount of funds that have neither been spent nor obligated.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
REPORT OF LOCAL EXPENDITURES
PI-1086 (Rev. 10-77)
(Formerly PI-AD-86)

INSTRUCTIONS: Refer to detailed instructions on reverse of Part II, Summary. Submit original with Part II.

Co. Code	LEA Code	Project No:	Grantee Legal Name	Report for Period Ending	Federal Program *Specify*
12	4621	0-24070/A123	Jackson High School	June 30, 1980	VEA

I. DETAILED TRANSACTIONS

Date	Document Identification	Check No.	Voc. Ed. Item No.	Vendor Name and/or Item Description or Payee	Account Code	Encumbrance + Liquidation (-) Amount	Amount Paid	Unencumbered Balance
				Brought Forward from previous report		$ 11,808.00	$ -0-	$ 230.00
9/1/79-6/10/80	Payroll	Various	1	Frank Olson, Reg. Salary		2,430.00	2,398.50	261.50
7/1/79-9/1/79	Payroll	Various	2	Joe Schield, Extended Salary		2,983.00	2,970.40	274.10
6/10/80-6/30/80	Payroll	Various	2	Frank Olson, Extended Salary		930.00	900.60	303.50
8/3/79	Detailed	712	3	July Travel-Joe Schield		200.00	85.00	303.50
9/5/79	Documen-	753	3	August Travel-Joe Schield			105.00	313.50
10/3/79	tation is	801	3	Sept. Travel-Frank Olson		500.00	75.00	313.50
1/6/80	on File	978	3	Oct.-Dec. Travel-Frank Olson			205.47	313.50
4/4/80	at	1103	3	Jan.-March Travel-Frank Olson			113.53	313.50
6/29/80	District	1238	3	April-June Travel-Frank Olson			98.00	321.50
8/3/79		712	4	DPI Conf.-Joe Schield 7/25-28/79		250.00	235.00	336.50
8/1/79 8/15/79	P.O. 181	731	5	Basic Meat Cuts - Model		390.00	385.90	340.60
4/3/80 5/2/80	P.O. 403	1036	6	1/2" Drive Metric Set		225.00	219.33	346.27
8/15/79 9/15/79	P.O. 200	789	7	RESOURCE MATL--HIRSCHINGER CO. Judging Beef Heifers		200.00	23.50	346.27
"	"	"	7	Judging Breeding			22.50	346.27
"	"	"	7	Market Hog Evaluation			33.50	346.27
				Totals carried forward		$ 3,700.00	$ 7,871.23	$ 346.27

7.11 Local Expenditures

VII-17

I. DETAILED TRANSACTIONS (Continued)

Date	Document Identification	Check No.	Voc. Ed. Item No.	Vendor Name and/or Item Description or Payee	Account Code	Encumbrance + Liquidation (-) Amount	Amount Paid	Unencumbered Balance
				Brought Forward from previous page		$ 3,700.00	$ 7,871.23	$ 346.27
8/15/79				RESOURCE MATERIAL - NASCO				
10/4/79	P.O. 201	803	7	Shearing a Sheep			36.00	346.27
"	"	"	7	Transplanting			21.00	346.27
"	"	"	7	Careers in Environmental Protection			23.25	346.27
"	"	"	7	Use of the Level			18.50	346.27
"	"	"	7	Careers in Agricultural Products			19.75	348.27
8/18/79								
10/20/79	P.O. 212	837	9	Electrical Demo Rack		620.00	679.30	288.97
4/13/80								
5/14/80	P.O. 450	1156	10	3 Power Mech. Benches		858.00	858.00	288.97
8/18/79								
10/13/79	P.O. 213	823	11	Snap on Tool Set		1,672.00	1,623.50	337.47
8/18/79								
10/19/79	P.O. 214	834	12	Power Washer		300.00	295.32	342.15
4/13/80								
5/7/80	P.O. 455	1138	13	Sander		250.00	303.00	289.15
							235	
234								
				Totals carried forward		$ -0-	$ 11,748.85	$ 289.15

7.11 (Continued)

7.12 SAMPLE TRAVEL DOCUMENTATION

DATE: June 30, 1980

TO WHOM IT MAY CONCERN: SAMPLE 10

SUBJECT: TRAVEL DOCUMENTATION

This letter certifies that travel expenses paid to Joe Schield were for Wisconsin mileage only, and directly applicable to Vocational Education Project 0-24070/A123. Documentation is on file at the district.

Bernie Doucette District Administrator

Ann Coolidge LVEC

REPORT OF LOCAL EXPENDITURES (Continued)
PI-1086 (Rev. 10-77) (Formerly PI-AD-88)

INSTRUCTIONS: Refer to detailed instructions on reverse.

CESA	Co.Code	LEA Code	Project No.	Grantee Legal Name	Report for Period Ending	Federal Program *Specify*
8	12	4621	0-24070/A123	Jackson High School	June 30, 1980	VEA

Project Name	Project Beginning Date	Project Ending Date
Vocational Agriculture	July 1, 1979	June 30, 1980

II. SUMMARY

Summarize Part I, Detailed Transactions, by account codes.

Account Code	Account Name	Voc. Ed. Only Expend. Type	Approved Budget	Unliquidated Encumbrances	Total Amount Paid to Date	Unencumbered Balance
	Instructional Salary	01	$ -0-	$ -0-	$ -0-	$ -0-
	Equipment	02	4,105.00	-0-	3,978.45	126.55
	Travel	03	1,000.00	-0-	917.00	83.00
	Other	04	590.00	-0-	583.90	6.00
	Coordination Salary	05	6,343.00	-0-	6,269.50	73.50
	SAMPLE 11			02	3925.00	
				03	917.00	
				04	583.90	
				05	6,269.50	
	TOTAL		$ 12,038.00	$ -0-	$ 11,748.85	$ 289.15

Cash Summary			Type of Report *Check appropriate box(es).*		Amount Requested
Total Funds Received to Date	Paid to Date *From Total of "Total Amount Paid to Date" column*	Cash on Hand at End of Period	☐ Advance	☑ Final Claim	
$ -0-	$11,748.85	$ N/A	☐ Partial Claim	☑ Encumbrance Report	$11,748.85

III. CERTIFICATION

I CERTIFY that all entries reported herein are properly substantiated; have not been claimed under any other state or federal program for any duplication of support; are in agreement with generally supported state and federal audit policies, procedures or regulations; and that no instructional equipment or material originated in, nor was exported from any communist country.

Signature of District Administrator (or Authorized Representative)	Date	*Voc. Ed. only* Signature of LVEC	Date
	6/30/80		6/30/80

For DPI Use Only

Signature of Program Administrator	Date	Amount Approved
		$

7.13 SAMPLE PI-1086 Specific Area

VII-20

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
REPORT OF LOCAL EXPENDITURES
PI-1086 (Rev. 10-77)
(Formerly PI-AD-86)

INSTRUCTIONS: Refer to detailed instructions on reverse of Part II, Summary. Submit original with Part II.

Co. Code	LEA Code	Project No.	Grantee Legal Name	Report for Period Ending	Federal Program *Specify*
12	4621	0-24070/A123	Jackson High School	June 30, 1980	VEA

I. DETAILED TRANSACTIONS

Date	Document Identification	Check No.	Voc. Ed. Item No.	Vendor Name and/or Item Description or Payee	Account Code	Encumbrance + Liquidation (-) Amount	Amount Paid	Unencumbered Balance
				Brought Forward from previous report		$ 11,808.00	$ -0-	$ 230.00
9/1/79 - 6/10/80	Payroll	Various	1	Frank Olson, Reg. Salary		2,430.00	2,398.50	261.50
7/1/79 - 9/1/79	Payroll	Various	2	Joe Schield, Extended Salary		2,983.00	2,970.40	274.10
6/10/80 - 6/30/80	Payroll	Various	2	Frank Olson, Extended Salary		930.00	900.60	303.50
8/3/79	Detailed	712	3	July Travel-Joe Schield		200.00	85.00	303.50
9/5/79	Documen-	753	3	August Travel-Joe Schield			105.00	313.50
10/3/79	tation is	801	3	Sept. Travel-Frank Olson		500.00	75.00	313.50
1/6/80	on File	978	3	Oct.-Dec. Travel-Frank Olson			205.47	313.50
4/4/80	at	1103	3	Jan.-March Travel-Frank Olson			113.53	313.50
6/29/80	District	1238	3	April-June Travel-Frank Olson			98.00	321.50
8/3/79		712	4	DPI Conf.-Joe Schield 7/25-28/79		250.00	235.00	336.50
8/1/79 8/15/79	P.O. 181	731	5	Basic Meat Cuts - Model		390.00	385.90	340.60
4/3/ 80 5/2/80	P.O. 403	1036	6	1/2" Drive Metric Set		225.00	219.33	346.27
8/15/79 9/15/79	P.O. 200	789	7	RESOURCE MATL--HIRSCHINGER CO. Judging Beef Heifers		200.00	23.50	346.27
"	"	"	7	Judging Breeding			22.50	346.27
"	"	"	7	Market Hog Evaluation			33.50	346.27
				Totals carried forward		$ 3,700.00	$ 7,871.23	$ 346.27

I. DETAILED TRANSACTIONS (Continued)

Date	Document Identification	Check No.	Voc. Ed. Item No.	Vendor Name and/or Item Description or Payee	Account Code	Encumbrance + Liquidation (-) Amount	Amount Paid	Unencumbered Balance
				Brought Forward from previous page		$ 3,700.00	$ 7,871.23	$ 346.27
8/15/79 10/4/79	P.O. 201	803	7	RESOURCE MATERIAL - NASCO Shearing a Sheep			36.00	346.27
"	"	"	7	Transplanting			21.00	346.27
"	"	"	7	Careers in Environmental Protection			23.25	346.27
"	"	"	7	Use of the Level			18.50	346.27
"	"	"	7	Careers in Agricultural Products			19.75	348.27
8/18/79 10/20/79	P.O. 212	837	9	Electrical Demo Rack		620.00	679.30 WH 110%	288.97
4/13/80 5/14/80	P.O. 450	1156	10	3 Power Mech. Benches		858.00	858.00	288.97
8/18/79 10/13/79	P.O. 213	823	11	Snap on Tool Set		1,672.00	1,623.50	337.47
8/18/79 10/19/79	P.O. 214	834	12	Power Washer		300.00	295.32	342.15
4/13/80 5/7/80	P.O. 455	1138	13	Sander		250.00	~~273.00~~ ~~303.00~~ 249.55 limited to amount of encl. 110%	289.15
241				Totals carried forward		$ -0-	$ 11,748.85	$ 289.15

7.13 (Continued)

VII-22

PROG. NO. J3500249
RUN DATE 09/30/80
VO. DETAIL NO. 00090

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATIONAL CHECK TRANSMITTAL DETAIL

SCHOOL DISTRICT NAME	CTY	DIST	PROJECT NO	ACCT CODE	REV CODE (252)	REV CODE (432)	TOTAL
JACKSON	12	4621	0-24070/A123	912	1.631.78	824.25	2,456.03

VOUCHER NO(S)----------

SAMPLE 12

7.15 FUND ACCOUNTING AND MATCHING LOCAL/STATE COSTS

Beginning with 1977-78 fiscal year, all school districts began constructing their budgets on the basis of fund accounting. A fund is defined as an independent accounting entity with its own assets, liabilities, and fund balances. Generally, a fund is a group of resources and related accounts which pertain to a specific activity of the school district:

There are nine major funds:

100 GENERAL
*200 SPECIAL PROJECT
300 DEBT SERVICE
400 BUILDING
500 FOOD SERVICE
600 PUPIL ACTIVITY
700 TRUST AND AGENCY
800 COMMUNITY SERVICE
*900 OTHER

The Special Project Major Fund, specifically the 250 subfunds, is used to collect the districts' local and state costs for the total vocational education program. The state portion is the amount you receive through the general school aid formula. A transfer is a cash payment between funds without expectation of repayment and an advance is a cash payment with expectation of repayment.

It is important to remember that any matching data you supply to increase your reimbursement rate must be in the 250 subfund(s) and reported on the PI-1056.

The new accounting system for elementary and secondary schools (WESSAS) will be implemented in 1980-81. This section will be updated after this system is introduced by the Financial Aids Division.

PI-1056
PGM NO. J3500257
RUN DATE 06/10/78

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION
DISTRICT REPORT
ON ACTUAL LOCAL/STATE EXPENDITURES

DIST	SCHOOL NAME	PROJECT NO	CURR	FISCAL AGENT	(TRANSFER) LOCAL/STATE EXPENDITURES	(ADVANCE) FEDERAL EXPENDITURES	TOTAL EXPENDITURES
0070	SAMPLE	821670A	B124	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	814840C	A124		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	828610M	A090		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	829990B	T039		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	830000A	T124	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	832070A	Z124	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	832080C	Z124		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	832090A	Z124	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	850700A	T122	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	850800D	T122		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	SAMPLE	850810A	T122	*	$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	----------	------	-----		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	----------	------	-----		$-,---,---,--	$-,---,---,--	$-,---,---,--
0070	----------	------	-----		$-,---,---,--	$-,---,---,--	$-,---,---,--

PLEASE INDICATE COSTS FOR THE FOLLOWING:

L.V.E.C. SERVICES: $-,---,---,-- (252 BY PROJECT NUMBER)

OTHER LOCAL ADM/SUPV.: $-,---,---,-- (251 ON FUND SHEET)

VOCATIONAL GUIDANCE: $-,---,---,-- (257 ON FUND SHEET)

INDICATE TOTAL EXPENDITURES IN SUBFUND 253 BELOW:

AG: $-,---,---,-- BUS. $-,---,---,-- DE. $-,---,---,-- IND. ED. $-,---,---,-- HEALTH $-,---,---,-- WME $-,---,---,--

DISTRICT ADMINISTRATOR ----------

L.V.E.C. ----------

RETURN 1ST COPY SIGNED TO: VOCATIONAL EDUCATION FISCAL UNIT
126 LANGDON STREET
MADISON, WI 53702

246

247

Federal aid is treated as an advance and the state and local amount is treated as a transfer. All of your 9-12 vocational educational courses must be in one of the 250 subfunds listed below.

252 - FUNDED VOCATIONAL EDUCATION (have unique project numbers)

253 - FUNDABLE VOCATIONAL EDUCATION (if ever funded, have unique project number)

254 - OTHER VOCATIONAL EDUCATION (no unique project numbers)

255 - FUNDED CONSUMER HOME ECONOMICS (have unique project numbers)

256 - FUNDABLE CONSUMER HOME ECONOMICS (no unique numbers)

257 - GUIDANCE VOCATIONAL EDUCATION (vocational guidance programs without unique numbers)

The 900 major fund is primarily for 66.30 cooperative programs - project funds established for fiscal agent to accummulate costs which will be billed to districts participating in cooperative projects. Programs developed under a 66.30 agreement are run through these "clearing accounts" by the fiscal agent. Individual district costs are, however, recorded by all districts in the 250 subfunds. Receipts from participants should exactly offset their expenditures each year.

The 250 subfunds are reported in total on the Fall Budget Report and Annual Report submitted to Finanical Aids Division in October and July respectively. The 252 subfund expenditures are reported by course/project number on the form PI-1056.

The expenditures for your funded project/course should be everything spent on that project/course including that portion of salary and fringe applicable and any other amounts utilized for equipment and/or supplies. The same is true for your 253 subfund, except the amount is reported by the various disciplines. The PI-1056 form does not ask you to report expenditures for subfunds 254 and 256. All expenditures reported should be for direct costs only. These are due by July 31 each year.

7.17 FUND ACCOUNTING

TRADE AND INDUSTRY 17.00.00	WAGE EARNING HOME ECONOMICS 09.02.00	DISADVANTAGED AND SPECIAL NEEDS 19.00.00
Power Mechanics Electricity/Electronics Graphic Arts Architectural Drafting Mechanical Drafting Metal Fabrication Building Trades	Child Services Textile Services Food Services Housing Services Family/Community Services	*Any VEA funded special project-special needs course or program primarily designed to more fully ensure that disadvantaged and/or handicapped learners will be capable of succeeding in regular vocational courses. Also includes any items purchased by the school district expressly for this VEA funded program (i.e., amounts used to match the VEA funds). These courses or programs will have a VEA project number.*
Auto Hydraulics Small Engines Electricity/Electronics Appliance Repair Drafting Photography Radio & TV Blueprint Reading Graphic Arts Wood Industries Metal Industries Plastics Industries	Intro. to Child Services Intro. to Textile Services Intro. to Food Services Intro. to Housing Services Intro. to Fam./Comm. Services Intro. to Home Ec. Related Occ.	*Any course or program (supportive service) that is not VEA funded, but ensures that disadvantaged and/or handicapped learners will more fully profit by vocational offerings.* —OR— *Any alternate vocationally oriented course or program that is not VEA funded, but is designed for persons who do not have the potential to profit by the district's regular vocational offerings.*
Power/Energy Communication Materials Processing Concepts of Industry Mfg.		*The vocationally oriented portion of courses or programs offered to serve handicapped and/or disadvantaged students (e.g. work study)*

THE CRITERIA FOR ENTERING *FUNDED* (252) OR *FUNDABLE* (253) IS WHETHER OR NOT THE PROGRAM IS PRESENTLY RECEIVING FEDERAL FFUNDS. IF ANY PART IS FEDERAL USE 252 AND YOUR PROJECT NUMBER FOR THE *FUNDED* PORTION, E.G. TWO PERIODS OUT OF SIX IN CAPSTONE COURSE (INCLUDE COORDINATION TIME IF APPLICABLE). IF YOU ARE *NOT* RECEIVING FEDERAL FUNDS, ENTER IN 253; IF YOU HAVE A NUMBER ASSIGNED, YOU SHOULD REPORT YOUR COSTS ON THAT NUMBER BUT IN 253. (GENERALLY, COURSES THAT ARE JOB ORIENTED ARE CATEGORIZED IN FUNDED AND FUNDABLE WHILE EXPLORATORY COURSES ARE IN OTHER.) IF YOU HAVE NO NUMBER ASSIGNED, A TOTAL BY SUBFUND SHOULD BE REPORTED.

IF YOU ARE THE FISCAL AGENT FOR A SHARED PROGRAM, YOU USE THE SAME LAST TWO NUMBERS BUT CODE IN THE 900 SERIES — 952 - 953 - 954 - 955 - 956.

FOR ADDITIONAL FISCAL INFORMATION CONTACT: KATHLEEN COLE, VOCATIONAL EDUCATION FISCAL OFFICER, ROOM 216 608-266-7445

FUND ACCOUNTING—SECONDARY VOCATIONAL EDUCATION PROGRAM
SUGGESTED COURSE TITLES

GUIDANCE	CONSUMER HOME ECONOMICS 09.00.00	DISTRIBUTIVE EDUCATION 04.00.00	HEALTH OCCUPATIONS EDUCATION 07.00.00
Courses that have project numbers *(are receiving federal funds)*		Distributive Education II Distributive Education III DE II: Mktg. & Merchandising Marketing II Sales & Marketing II Merchandising II	Health Occupations
		Distributive Education I DE I: Mktg. & Merchandising Sales & Marketing I Merchandising I Orientation to Dist. Ed. Fundamentals of Dist. Ed.	Survey Health Careers
	The following types of courses which may be housed locally within a home economics department and taught by a home economics teacher are not included in the funded or fundable categories: third level (Sem. III) courses, home arts/related art courses, health careers surveys, singles living, etc.	Careers-Mktg. & Distribution or any Career Exploration	
	Note: "The district is considered to be funded if it is receiving federal CHE funds during the present school year for which enrollments are being taken. All other schools should report their schools as fundable." Clothing & Textiles—Sem. I & II Consumer Education—Sem. I & II Child Development—Sem. I & II Family Relations—Sem. I & II Food & Nutrition—Sem. I & II Housing & Interiors—Sem. I & II		
Any vocational guidance not receiving other federal funds e.g. Title IV			

Bureau for Career and Manpower Development
Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

	LOCAL ADM./SUPV. & CUMULATIVE	**AGRICULTURE/AGRIBUSINESS 01.00.00**	**BUSINESS EDUCATION/ 03.00.00 OFFICE OCCUPATIONS 14.00.00**
251 LOCAL ADM./SUPV. & CUMULATIVE			
252 FUNDED		AG IV & Summer Program *(if receiving federal funding)*	*Accounting & Computing* *Business Data Processing* *General Office Clerical* *Stenographic, Secretarial* *Typing & Related* *Other or Cluster*
253 FUNDABLE		AG II & III prerequisite and/or sequence course AG IV & Summer Program *(if not receiving federal funds)*	*Accounting* *Bookkeeping* *Business Arithmetic* *Bus. Communication (English)* *Clerical Practice (Not funded)* Computer Programming Data Processing *(Not funded)* Recordkeeping Sec. Practice *(Not funded)* Shorthand Typewriting Office Practice (not funded)
254 OTHER		AG 1	Basic Business Consumer Education Exploratory Business General Business Notehand Personal Typewriting
255 CHE FUNDED 256 CHE FUNDABLE			
257 GUIDANCE (other than federally funded)			

7.18 UNIFORM ADMINISTRATIVE FEDERAL PROGRAM PROCUREMENT REQUIREMENTS AND PROCEDURES FOR PROCUREMENTS EXCEEDING $10,000 FOR SEA'S AND LEA'S

The following information was contained in a memorandum circulated July 18, 1977, by Archie A. Buchmiller, Federal Program Liaison for the Department of Public Instruction.

This bulletin is intended to assist the SEA and LEA's in complying with Circular A102 (formerly Federal Management Circular 74-7, Attachment O. The procurement standards contained in Circular A102 are applicable to all federal funds including VEA expended in local school districts. Circular A102 is printed in the Federal Register, Monday, September 12, 1977.

PROCUREMENT

I. Definition

A procurement is the act of obtaining supplies, equipment, or services. Procurements include purchases, rentals, lease/purchases, and contracts for services, except for the teacher contracts or other contracts resulting in regular standard payroll status. A procurement is composed of the school district aggregate of all similar items of a common nature which generally could be obtained from a vendor during a fiscal year. Examples of similar items are:

A. Office furniture (desks, filing cabinets, tables, chairs, bookcases, desk lamps)

B. Office equipment (typewriters, transcribers, calculators, word processing equipment)

C. Educational equipment (all equipment, with the exception of office and classroom furniture, to be used in a respective educational area, i.e., accounting, machine shop, nursing, etc.)

D. Supplies (office, classroom, custodial)

II. Procurements Totaling $10,000 or Less

Grantees may use their own procurement policy for any procurement of $10,000 or less. However, these procurements must be conducted in a manner which will provide maximum and free competition. Conflicts of interest and practices which result in restrictions to or elimination of free competition may result in the involved expenditures being deemed unallowable.

III. Procurements Over $10,000

All procurements which exceed $10,000 must be bid unless negotiation is allowed pursuant to Circular A102. More than one procurement may be included in a single bid notice only if the same vendors are expected to bid on each procurement. The LEA may request that bids on the procurement be on per item basis, for the aggregate, or both. Guidelines to conduct the bid process are as follows:

A. Formal Advertising

A bid notice will be published as a Class 2 notice in a district board designated newspaper once each week for two consecutive weeks. The bid notice shall contain:

1. The bid number. Each procurement which must be bid shall be assigned a unique identifying number.

2. The place the sealed bids should be returned to and the deadline for accepting bids (time and date). This deadline is to be at least fourteen (14) days after the second publication of the bid notice. The district will record the time and date of receipt on the face of the sealed envelope.

3. Adequate purchase description. If the purchase description is not published, the notice must clearly state how the purchase description and specifications may be obtained.

4. A statement that only sealed bids will be accepted. The bid number must be clearly stated on the face of the bid envelope.

5. The time, date, and location of the public opening. The phrase "public opening" must be used.

6. A statement that bids must be guaranteed for a period of sixty (60) or more days following the date of the bid opening.

B. Adequate Purchase Description

The descriptions and specifications may be published in the bid notice or may be available separately.

All crucial specifications must be stated. If a brand name is used to define the performance or other salient requirements of the procurement, the phrase "or equal" is to be included, and the specific features of the named brand which must be met by bidders should be clearly specified.

Specifications shall not unduly restrain free competition and may not be written in such a way as to give an advantage to a specific brand or vendor. Use of noncrucial specifications is prohibited. For example, weight and dimensions should not be specified when these factors are not essential.

C. Public Opening

All bids must be opened at a public opening. Two employees shall be presented and initial or sign the bid opening spread sheet (see D). The bid opening may be held at the bid submission deadline.

If individuals other than employees are present at the opening, the bids will be read aloud and, if requested, the bid documents will be presented for inspection. The award may but does not have to be made at the opening.

D. Bid Opening Spread Sheet

A bid opening spread sheet will be completed at the time the bids are opened. The spread sheet will be headed with the bid notice number, the dates the bid notice was published, and the date and time of the opening. Each bid, with the name of the bidder and the amount of the bid, shall be entered on the spread sheet. If a vendor submits more than one bid, each should be recorded separately. If a vendor withdraws a bid prior to the opening, this fact should also be recorded. The individuals present at the opening will be recorded. If large numbers of the general public are present, their names need not be recorded, but their presence shall be indicated.

When the procurement is awarded, the successful bidder shall be recorded. If any bid is rejected, the specific reason(s) should be entered on the spread sheet or attached thereto.

E. Bid Award

The award shall be made to the lowest acceptable bidder. Factors such as discounts, transportation costs, and taxes may be considered in determining the lowest bidder.

Factors to be considered in determining whether or not the bidder is acceptable are:

1. Contractor integrity
2. Past performance
3. Resources of the vendor
   a. Financial
   b. Technical
   c. Any others which may be necessary

Bids bonds, performance bonds, sureties, etc., are not required but may be used if they are part of the district's policy.

Invitations for bids, used in conjunction with vendor lists, may be used as a supplement to the bid process but not as a substitute. When used, they must be sent to a minimum of three vendors except in those cases

where there are less than three vendors. When vendor lists are used, the district must add to the lists any vendor who requests that he receive the invitations relating to a type of item.

The district may waive minor irregularities in bids. However, any irregularity which could substantially change the bids made by other vendors may not be waived. For example, if specifications call for swivel chairs and the vendor bids on nonswivel chairs, this irregularity could not be waived. Obviously, if the other vendors were allowed to rebid on the basis of this irregularity, their bids could change substantially.

IV. Negotiated Procurements

Any procurement in excess of $10,000 which meets the specific conditions contained in Circular A102 may be negotiated. When negotiation is the method of procurement, the following information must be included in a procurement file prior to procurement:

A. Justification for the use of negotiation in lieu of bidding.

B. Method of vendor selection.

C. Basis for the cost of price negotiated.

Notwithstanding the existence of circumstances justifying negotiation, competition shall be obtained to the maximum extent practicable. Proof of compliance with this requirement should be included in C above.

7.19 PROVISIONS FOR MAINTENANCE-OF-EFFORT BY LOCAL SCHOOL DISTRICTS FEDERAL REGISTER, VOL. 42, NO. 191 - MONDAY, OCTOBER 3, 1977 RULES AND REGULATIONS

The rules and regulations as they relate to local educational agencies are:

104.323 - Five percent rule.

Total state fiscal effort for vocational education in the preceding fiscal year shall not be considered reduced from the fiscal year effort of the second preceding fiscal year unless the per student expenditure or aggregate expenditure in the preceding year is less than that in the second preceding fiscal year by more than five percent. For example, a State which expends an aggregate of $10 million for vocational education in one fiscal year and an aggregate of $96,000,000 in the succeeding fiscal year will not be considered to have reduced fiscal effort for the purposes of the Vocational Education Act.

(Interprets Sec. 111(b)(1); 20 U.S.C. 2311.)

104.324 - Unusual circumstances rule.

Any reduction in fiscal effort for any fiscal year by more than five percent will disqualify the State from receiving Federal funds unless the State is able to demonstrate to the satisfaction of the Commissioner the following:

(a) In the preceding fiscal year, the reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the state. Unusual circumstances may include unforeseen decreases in revenues due to the decline of the tax base;

(b) In the second preceding fiscal year, contributions of large sums of monies from outside sources were made; or

(c) In the second preceding fiscal year, large amounts of funds were expended for long-term purposes such as construction and acquisition of school facilities or the acquisition of capital equipment.

(Interprets Sec. 111(b)(1); 20 U.S.C. 2311.)

104.325 - Maintenance of fiscal effort at the local level.

A local educational agency shall maintain its fiscal effort on either a per student basis or on an aggregate basis for vocational education compared with the amount expended in the previous fiscal year.

(Sec. 111(b)(1); 20 U.S.C. 2311.)

104.326 - Withholding of payments.

A State shall not make payment under this Act to a local educational agency unless the State finds that the combined fiscal effort of the State and local educational agency on a per student basis or on an aggregate basis of the local educational agency and the State, was not less than the combined fiscal effort in the second preceding fiscal year.

(Sec. 111(b)(1); 20 U.S.C. 2311.)

104.327 - Exceptions.

The five percent rule applicable to the State in 104.323 and the unusual circumstances rule in 104.324 are also applicable to local educational agencies.

(Interprets Sec. 111(b)(1); 20 U.S.C. 2311.)

Basically, the rules and regulations cited here are interpreted to mean that a school district may not drop state and local expenditures by more than 5% from the preceding year. State and local expenditures are recorded as "transfers" in the accounting system for local school districts; "transfers" include local funds and monies received from either the state general aid formula or other state categorical aids. To monitor this at the local level, insure that the "transfer" amount on 252, 253, and 255 subfunds does not collectively drop by more than 5% from the preceding year. The unusual circumstance rule, Sec. 104.324, provides for an appeal to the Commissioner:

104.324 Unusual circumstance rule.

Any reduction in fiscal effort for any fiscal year by more than five percent will disqualify the State from receiving Federal funds unless the State is able to demonstrate to the satisfaction of the Commissioner the following:

(a) In the preceding fiscal year, the reduction was occasioned by unusual circumstances that could not have been fully anticipated or reasonably compensated for by the State. Unusual circumstances may include unforeseen decreases in revenues due to the decline of the tax base;

(b) In the second preceding fiscal year, contributions of large sums of monies from outside sources were made; or

(c) In the second preceding fiscal year, large amounts of funds were expended for long-term purposes such as construction and acquisition of school facilities or the acquisition of capital equipment.

(Interprets Sec. 111(b)(1); 20 U.S.C. 2311.)

We recommend that you note these circumstances and document any you might have in your local district records should you need to assist us in an appeal to the Commissioner.

The following examples, hopefully, will assist you in monitoring your budgets and expenditures. The examples point out how a Federal program with a high reimbursement rate should be phased out and not dropped suddenly without considering your total program. The first example also indicates how a district that does not meet maintenance-of-effort requirements on the district-wide basis can utilize the per student method (if the district meets on a district-wide basis, there is no need to even consider per student method). The per student method must be computed with a 5% tolerance also. It is important to observe that usually declining enrollment will be beneficial in meeting the requirement; however, it might not be beneficial if your expenditures drop considerably. Situations that can cause maintenance-of-effort problems are:

1. Fluctuating enrollment and offerings from year to year; i.e., not enough students to offer the course so it is dropped, added, and dropped again;

2. Several mature staff members retire and are replaced with new inexperienced staff; and

3. Dropping a Federal project with high state and local support without considering the total program.

Generally, with the inflation rate we are now experiencing and declining enrollment, maintenance-of-effort should not be a real serious problem (see Example 3 that follows-federal program is dropped but inflation on the remaining programs provide the needed local support). Maintenance-of-effort must be monitored at the local level so that corrective action can be taken to avoid a problem. Capital investments can be depreciated out over the life of the investment and apply to maintenance-of-effort also.

Base year FY 1977-78 - Compare to FY 1978-79.

Expenditures for Fiscal Year 1977-78:

	"Advance" (Federal)	"Transfer" (State/Local)
8-1888 M103	$ 1,000.00	$ 4,000.00
8-1999 A123	1,400.00	4,600.00
8-2090 D073	1,000.00	1,000.00
8-5873 T074	20,000.00	12,000.00
253 Subfund	-0-	110,000.00
255 Subfund	-0-	85,000.00
	$ 23,400.00	$216,600.00

Example 1: District dropped Federal program without phasing out or adding new programs or investments in another program.

	"Advance" (Federal)	"Transfer" (State/Local)
9-1888 M103	$1,000.00 (New teacher)	$ 3,700.00
9-1999 A123	1,400.00 (Fewer supplies	3,900.00
9-2090 D073	1,200.00 (Salary Increase)	1,200.00
9-5873 T074	-0-	-0-
253 Subfund	-0-	112,000.00
255 Subfund	-0-	85,236.00
	$3,600.00	$206,036.00

5% of $216,600 (77-78 level) = $10,330 = 5% maximum decrease allowable (Sec. 104.323 and 104.327)

District Basis (with program dropped)

$216,600 (1977-78 State/Local Expenditures)
-206,036 (1978-79 State/Local Expenditures)
$ 10,564 (Decline between 1977-78 and 1978-79)

$ 10,330 (5% maximum decrease allowable)
10,564
$ (234) District not maintaining effort on district basis

Student Basis

Assumption A - Enrollment Declining (with program dropped)

1977-78 Enrollment - 200
1978-79 Enrollment - 178

$216,600 divided by 200 = $1,083
$206,036 divided by 178 = $1,158

5% of $1,083 = $54 (amount per student district may drop)

$1,158
-1,083
$ 75 District meets maintenance-of-effort on per student basis (cost actually increases) with enrollment declining

Assumption B - Enrollment Fluctuating

1978-79 Enrollment - 178
1979-80 Enrollment - 198

$206,036 divided by 178 = $1,158
$206,036 divided by 198 = $1,041

5% of $1,158 = $58 (amount per student district may drop)

$1,041
-1,158
$ (117) District not maintaining effort on per student basis with enrollment fluctuating

Assumption C - Enrollment Stable (with program dropped)

1977-78 Enrollment - 200
1978-79 Enrollment - 200

$216,600 divided by 200 = $1,083
$206,036 divided by 200 = $1,030

5% of $1,083 = $54 (amount per student district may drop)

$1,083
-1,030
$ 53 District just meets maintenance-of-effort on per student basis when enrollment stable

Assumption D - Enrollment Slightly Increased (with program dropped)

1977-78 Enrollment - 200
1978-79 Enrollment - 203

$216,600 divided by 200 = $1,083
$206,036 divided by 203 = $1,015

5% of $1,083 = $54 (amount per student district may drop)

$1,015
-1,083
$ (68) District not maintaining effort on district basis nor on per student basis with enrollment slightly increased

If you cannot meet on district-wide basis, a per student basis can create different problems.

Example 2: District phased-out Federal program

	"Advance" (Federal)	"Transfer" (State/Local)
9-1888 M103	$ 1,000.00	$ 3,700.00
9-1999 A123	1,400.00	3,900.00
9-2090	1,200.00	1,200.00
9-5873	5,000.00	5,000.00
253 Subfund	-0-	112,000.00
255 Subfund	-0-	85,236.00
	$ 8,600.00	$211,036.00

5% of $216,600 (77-78 level) = $10,330 = 5% maximum decrease allowable (Sec. 104.323 and 104.327)

District Basis

$216,600 (1977-78 State/Local Expenditures)
-211,036 (1978-79 State/Local Expenditures)
$ 5,564 (.2568 decline)

$10,330 (5% maximum decrease allowable)
5,564
$ 4,766 District more than meets maintenance-of-effort on district basis (No need to consider per student)

Drop 9-5873 TO74 for 1979-80 (3rd year):

$211,036 (1978-79 State/Local Expenditures)
-206,036 (1979-80 State/Local Expenditures)
$ 5,000

$10,552 (5% maximum decrease allowable - $211,036 x .05)
5,000
$ 5,552 District meets maintenance-of-effort on district basis

Example 3: Assume a 5.5% inflation rate from 1977-78 to 1978-79 and drop Federal program with high funding.

	"Advance" (Federal)	"Transfer" (State/Local)
8-1888 M103	$ 1,000.00	$ 4,000.00
8-1999 A123	1,400.00	4,600.00
8-2090 DO73	1,000.00	1,000.00
8-5873 TO74	20,000.00	12,000.00
253 Subfund	-0-	110,000.00
255 Subfund	-0-	85,000.00
	$23,400.00	$216,600.00

Fiscal Year 1978-79 drop Federal program

$216,600.00
- 12,000.00
204,600.00

5.5% inflation (204,600 x .05)

11,253.00
$215,853.00

$216,600	(1977-78 State/Local Expenditures)
-215,853	(1978-79 State/Local Expenditures)
$ 747	
$ 10,330	(5% maximum decrease allowable - $216,600 x .05)
747	
$ 9,583	District meets maintenance-of-effort on district basis
	(No need to consider per student)

7.20 COMPLIANCE AUDITS

Vocational Education compliance audits are done through contracting with various CPA firms and the Bureau of Municipal Audit. The following is an excerpt from the Wisconsin Public School Audit Manual (pp. 12-18). These audit guidelines outline, basically, what your compliance audit will consist of.

VOCATIONAL EDUCATION

Vocational Education in the secondary schools is supported by Public Law 94-482, Title II; the law is based on prior vocational legislation with some new mandates and requirements. The funds are received by the State Board of Vocational, Technical, and Adult Education; 40 percent of the funds are made available to the Department of Public Instruction for support of vocational programs and services in the secondary schools of the state.

Section 101 states that it is the purpose of this part to assist states in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the state in the development of the vocational education plans. It is also the purpose of this part to authorize federal grants to states to assist them--

(1) to extend, improve, and where necessary, maintain existing programs of vocational education,
(2) to develop new programs of vocational education,
(3) to develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and,
(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the state, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

Audit Procedures

Before beginning the audits, the auditor should discuss with local educational agency officials the organization of the school district's financial system, and the delegation of responsibility relating to areas included in the federal program audit.

Following are the eight general audit categories included in the Audit Statement for Federal Programs Other Than Food Services. In conducting audits of local educational agencies with any of the federal programs, special attention is given to the eight categories and the supporting statements or documentation required for each.

A. Salaries, Salary-Related Costs, Contracts, and Time Records
This group of questions deals entirely with the supporting documentation and the accurate claiming of federal project salaries and wages and salary-related costs. The auditor will need a copy of the school district salary schedules, and/or labor agreements for the appropriate audit period. Using a sampling method, include a test utilizing the school district's personnel record file for the federal programs personnel to determine that federal program employees receive salary and related benefits as provided by the district-wide salary schedules, and/or labor agreements. Examine federal program salaries by comparing the claim for salaries with the school district payroll records to establish that the employees received at least the amount of salary claimed and that it is shown in the school district's payroll records. With this process and with an examination of the approved project applications, it can be established whether or not a number of conditions pertinent to the audit exist:

1. Are the salary amounts in line with the amounts and percentages of time approved in the project application

2. Are the total salaries paid in each case, charged to the federal project, or is only a part of some salaries charged to the federal project? Where only a portion of a salary is charged to the federal project, it will be necessary to obtain all of the contracts, and/or time records for those employees in order to determine if the basis for the salary prorations are documented and reasonable.
3. Are supporting contracts available for all certificated personnel and are time records available for all non-certificated or support staff, and are those contracts identifiable with the federal project, and effective on or after the project approval date as shown on the project application?

Salary-related costs must be examined to establish that the amounts assessed the project were proportionate to the salary assessed the project. Salary-related costs are the employer's share of such costs as social security, retirement, various insurance coverages, as well as the employee's share of such costs which are allowed to be paid by the school district. No charges for salary-related items can be claimed on Vocational Education projects.

B. Supplanting of Local Effort - Salaries

When the preceding procedures have been completed, the auditor should have an understanding of who received federal project salaries, what positions were involved, and under what circumstances salaries were earned. The next broad question what must be dealt with is whether or not any of the salaries assessed the federal project represent supplanting of local effort rather than supplementing local effort. It is the objective of these federal programs to supplement the expenditures made in local education agencies with federal funds, not to replace those local expenditures with federal funds.

Certain types of positions are more likely to have supplanting-type problems associated with them. Such positions include administrators, principals, curriculum directors, nurses, psychologists, physical education teachers, librarians, clerical employees and bookkeepers.

In order to deal with the specific questions related to the broad area of supplanting, the auditor will need to utilize the material and data acquired during the first section of this audit, and will in some cases need to conduct conferences with appropriate school district administrative staff and school district employees directly involved.

C. Non-Salary Expenditures for Goods, Services, Travel, In-Service, Telephone, Postage and Utilities

Using Federal Program Memordandum #77-6, dated July 18, 1977 from DPT (Attachment A), determine whether or not the procurement requirements described in that publication were met by the school district. Note that a "Procurement" is composed of the school district aggregate of all similar items. Similar items are defined as all items of a common nature which generally could be obtained from a vendor during a fiscal year.

Examine purchase orders, consulting contracts, travel claims or comparable documents, to establish that project costs which incurred on or after the project approval date, but early enough to enable the school district to have a reasonable expectation of using the materials or services in the project.

As part of the voucher examination, it must be determined whether or not non-salary expenditures are properly supported by invoices, travel claims itemizations, billings, receipts, etc. All those not supported are to be listed in detail on the Audit Statement. (Voucher number, check number, date paid, payee, account classification, amount, and any other pertinent information available.

Along with, or on this documentation, there should be a reference to the fact that materials or goods represented on invoices were received in good condition and in the correct quantities. This assurance might be in the form of "receiving reports" or notations on the invoices or purchase order copies. Vocational Education does not allow the claiming of freight, shipping, and/or installation charges. Therefore, the audit of invoices and billings for vocational education projects must include a check to see that such costs have not been claimed.

Where an examination of invoices or billings indicates that the cost is prorated between a federal program account being audited and another account, care must be taken by the auditor to assure that the basis for the proration is documented and that the proration is reasonable.

If supplies are charged it must be verified by visual examination that they are stored separately from general supplies or that other provisions have been instituted to assure that they are used only in the federal program. During examination of supply invoices note whether or not the supplies purchased are of the type normally purchased for school activities.

During examination of invoices, discounts are to be noted and the expenditure compared with the claim to assure that discounts have been properly shown in the claim.

If there are costs for travel expense, receipts for lodging and public transportation and mileage records for per mile reimbursement must be available. In addition, establish from school district policy and/or labor agreement documents whether the mileage rate used is consistent with the policy.

Where travel is claimed for Vocational Education, care must be exercised to examine those claims for instances of out-of-state travel as out-of-state travel is not normally an allowable item unless there is specific written DPI authorization on hand in the school district. Payment of organizational dues is not an allowable Vocational Education item, and such claims where found must be identified in the Audit Report.

Where there are expenditures for costs such as audit, postage and telephone assessed to the project, the basis for the charge is to be examined (telephone logs, postage logs, billings, or other documentation), and a determination is made as to whether or not the basis for the charge is adequately documented.

If federal project funds were used to pay costs such as utilities, custodial supplies, etc., seek documentation for the charge in such forms as separate meter billings, reasonable computation regarding comparison of utility bills and custodial supply costs at schools with programs in the summer with schools not operating in the summer.

Where "indirect costs" are claimed by a local educational agency, those costs must be based on an "indirect cost" rate. The Department of Public Instruction notification letter showing that rate for the school district being audited should be available at the audit site.

D. Student Transportation

If there are student transportation costs claimed, it becomes necessary to determine whether or not those transportation costs were directly caused by the program to which they are charged.

For the Vocational Education program, all student transportation charges must be inter-district and related to a Occupational Preparation Program(s) or Special Needs project. In order for the auditor to determine whether or not these criteria are met, it is necessary to examine the destination for student travel and a reference to the students transported, and the type of course involved. Lacking such documentation, the auditor will have to rely on verbal information from school district personnel concerning the circumstances in question. If the facts cannot be established to the auditor's satisfaction, that fact must be noted on the Audit Statement. It must also be determined whether the transportation cost computation is adequately documented by transportation computation Form PI-15-VE-7 and related back-up material on file at the district.

With regard to other federal programs claiming reimbursement for student transportation, the auditor shall determine whether or not those transportation costs were due to the federal program. To do this it is necessary to establish whether transportation costs were for field trips or for home-to-school transportation, and whether the trips were made during the summer or during the regular school year. If the transportation costs were incurred during the summer, it must be determined whether the school district's summer school was entirely federal project or whether there was also a non-federal project summer school.

If the cost was related to transportation during the summer and there was no non-federal project summer school, there is not normally any problem establishing that the cost was caused by the federal program. If there was a non-federal project summer school and the cost involved field trips, attempt to establish whether or not only federal project children were transported. The auditor can sometimes establish this by means of voucher reference to the children transported or reference to the name of the teacher. Lacking such information, the auditor will have to depend on verbal information concerning the circumstances in question.

Where transportation costs related to home-to-school transportation during the regular school year or during the summer when there is a non-federal program in existence the auditor must pursue the matter much more vigorously because generally it is impractical in a school district to transport children enrolled in some programs and not transport those in other programs. The auditor should then request all available documentation (transportation lists for example) available. All information acquired on this matter must be included in the Audit Report unless the auditor is satisfied that the costs were entirely due to the federal program, and were properly computed.

E. Rental of Space

Examination of vouchers will indicate whether rental of space is included in the school district's claim for reimbursement, as well as whether the school district is charging the federal program for the use of district-owned facilities. If space is rented it will be necessary to determine if the rental site is for an approved location. Where rent for space is being assessed the federal project, examination of the rental contract will disclose whether the arrangement is really a rental agreement as opposed to a lease-purchase agreement. The question of whether rentals paid are reasonable and comparable to others in the community is a difficult question for an outsider to establish during the audit. The auditor should find out from appropriate school district personnel whether they feel comfortable with the rental arrangement in terms of reasonableness. The impression gained by the auditor from visual examination of the school district's physical facilities will help to answer the question of whether the rental of space was necessary.

F. Non-Expendable Property and Inventory Records

Property generally falls into two categories, EXPENDABLE and NON-EXPENDABLE. (Attachment B).

Expendable is defined as property costing less than $300 per unit or having a useful life of less than one year. A recipient may, at its option, either retain or sell items of expendable property when no longer needed for any federally-sponsored activity (including activities sponsored by other agencies). Compensation to the granting agency is required if the aggregate fair market value of those items acquired with federal assistance exceeds $1,000. A recipient agency must retain records on expendable material sufficient to comply with this provision.

Non-Expendable is defined as items costing $300 or more per unit and having a useful life of one year or more. Property records shall be maintained accurately and provide for:

a. a description of the property
b. manufacturer's serial number, model number, or other identification number.
c. source of the property including grant or other agreement number.
d. acquisition date and cost.
e. percentage (at the end of the budget year) of federal participation in the cost of the project or program for which the property was acquired.
f. location, use and condition of the property and the date the information was reported.
g. unit acquisition cost.
h. ultimate disposition data, including date of disposal and sales price or the method used to determine current fair market value where a grantee compensates the granting agency.

Using the inventory record, invoices and the approved project application, the auditor will determine whether or not non-expendable property items were acquired during the audit period, and if so, whether those items are included on the inventory record and whether they are authorized on the approved project application. Using the inventory record, the auditor shall observe at least a sampling of non-expendable property items acquired over the years in order to establish that those items are actually located in the school district facilities, that they are physically marked in such a way that they can be identified with the appropriate federal program, and that they are located in such a way as to indicate that their use is primarily in the program under which those items were acquired.

G. Classification of Expenditures and Receipts

Using the school district disbursement records, verify that federal project expenditures were classified in the correct funds and accounts. Using the school district receipt records and the state/federal aids register, verify that the federal project receipts were classified in the correct funds and accounts. A listing of federal project receipts is included in the state/federal aids register,

a copy of which should be available in the school district office. If necessary, additional copies of the state/federal aids register will be furnished the auditor by the Department of Public Instruction upon request.

If misclassification of expenditures or receipts is found, a correcting journal entry is to be given the district. The audit statement is to show the balance before and after of the accounts affected.

H. Reporting of Expenditures

Examine a representative sample of reimbursement claims filed during the audit period. The auditor is required to reach an opinion as to whether or not claims filed by the district are accurate and in compliance with regulations pertaining to the program.

Districts are required to report "matching" Vocational Education project expenditures to the Department of Public Instruction on Form PI-1056, "District report on actual state/local expenditures." Matching costs are nonreimbursed project costs incurred by a district. These costs must represent a cash outlay by the district. The auditor is to examine the matching costs claimed by the district for Vocational Education projects and determine if the reported costs are reasonable and associated with the projects.

The district should have supporting documentation for the matching costs reported on Form PI-1056. This form is sent out by the Vocational Education office by June 30. A copy of this form is included in this manual as Attachment D. If supporting documentation is not available, or if it is the auditor's opinion that the reported costs are either not reasonable or not associated with the Vocational Education projects shown, "No," is to be marked on the audit statement and a suitable explanation provided.

Local administration and coordination for the vocational education program will be reimbursed with federal VEA monies according to the percentage of federal funds used to support the total vocational education program. For this purpose, job-oriented programs are considered; they should be in subfunds 252 (VEA funded) and 253 (VEA fundable). The costs for local administration and coordination are not restricted to the services rendered by a Local Vocational Education Coordinator (LVEC); they may be charges for services such as data processing or prorata shares of salaries of appropriate individuals performing services for the vocational education program. Supporting documentation must be available for the amount reported on PI 1056 and the expenditures must be recorded in the 250 subfunds. In addition to subfunds 252 and 253, districts have the following Vocational Education subfunds: 254 (VEA other), 255 (VEA Consumer Home Economics Funded), 256 (VEA Consumer Home Economics Fundable), 257 (VEA Guidance Non-Funded).

SECTION VIII

8.0 GLOSSARY OF TERMS

GLOSSARY OF VOCATIONAL EDUCATION TERMINOLOGY

Advanced Placement	Credit given to student entering a technical institute for part of a course based upon previously mastered knowledge and/or skills. Usually granted through testing or certification of a previous instructor.
Advanced Standing	Credit given student entering a technical institute for an entire course(s) based on previously mastered knowledge and/or skills. Usually granted after testing.
Advisory Committee	A group of citizens called together by the school to: give assistance in planning; advise on actual current occupational skills, practices and equipment; assist with evaluation of vocational programs.
Agriculture Education	A training program to develop skills, attitudes, work habits and appreciation of agriculturally-related occupations.
Articulation	The formal process of secondary and post-secondary schools working together to break down barriers that might prevent students from making a smooth transition from one school to another.
AVA	The American Vocational Association. A national professional organization of vocational teachers, teacher-educators and administrators. AVA is an advocacy group for vocational education.
Building Trades	A vocational cluster based upon occupations in the construction industry including carpentry, masonry, plumbing, electrical trades.
BVACE	The Bureau for Vocational and Career Education. This is one of four sub-units in the Division of Instructional Services of the State Department of Public Instruction. The Bureau of Career and Manpower Development administers vocational education programs for Wisconsin secondary schools.
Business Education	A vocational cluster based upon business and office occupations. The cluster includes clerical, secretarial, data processing, word processing, accounting, business enterprise.
Occupational Preparation Program(s)	The final course in a sequence, generally a senior-year offering, which leads to the development of vocational skills, attitudes, and knowledges. The Occupational Preparation Program(s) course may lead students into post-high school vocational technical programs where career objectives require training beyond high school. Students enrolled in an Occupational Preparation Program(s) course must have recorded a career objective.
Career Education	A K-23 philosophy. It infuses basic concepts of career exploration, planning, preparation and placement into the school curriculum. It exposes students to a variety of occupational opportunities. To clarify much confusion, it may be important to know that career education is not an additional class in "vocational education." It is not just career awareness; it is the concept of helping students to find and keep satisfying work roles in their lives.
Career Objective	A student's statement of interest in seeking employment in a given occupation in the future. The objective can be related to training in a secondary vocational education class and additional training in a post-high school program.
CETA	Comprehensive Employment and Training Act. (P.L. 93-203). A Federal Department of Labor Program "to provide job training and employment opportunities for economically disadvantaged, unemployed ... to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency."

Co-op	Cooperative Education. A method of teaching in which students enroll in a Occupational Preparation Program(s) course for one or more hours per day and are placed at training stations for instruction related to their career objectives and their classroom instruction. Students are rotated through a series of planned, meaningful job experiences following a training agreement signed by the employer, the school, and the parents and students. Students are paid for their work, are evaluated, and are given school credit.
Coordinating Teacher	A qualified vocational education teacher who is professionally prepared to handle required duties in cooperative education. The coordinating teacher teaches a related class of vocational content and supervises and coordinates instruction given to students on the job in approved training stations. Coordinating teachers are released from some teaching duties for this supervision and job contact. Each student is visited on the job at regular intervals.
Competency-Based Education	A system of education where student progresses and instruction is based upon skills and knowledge learned and the ability of the student to demonstrate the material learned.
DPI	Department of Public Instruction. The state agency responsible for the supervision of all elementary and secondary education in the state.
Disadvantaged	A student condition or problem that interferes with his/her ability to learn, such as being non-English speaking, having low income, dropping out of school and returning, being a migrant, being an offender.
DE	Distributive Education. An educational program dealing with a cluster of occupations in advertising and display, wholesale and retail sales, marketing and transportation.
DECA	Distributive Education Clubs of America. The vocational student youth group for distributive education.
DH & SS	Department of Health and Social Services. One of the larger state agencies administering many programs of health (including for example, vocational rehabilitation) and social services (including custodial and penal institutions).
DOL	Department of Labor. A federal agency regulating unemployment compensation, minimum wages, working conditions. Also compiles labor statistics.
DILHR	Department of Industry, Labor and Human Relations. A Wisconsin state agency similar to DOL regulating state unemployment compensation, wages, working conditions.
Entry-Level Skills	The skill level needed for initial employment in a given occupation. Not a skilled worker, but one who would require additional educaton and training for advancement.
Exploratory Courses	Broadly-based courses at the beginning of an educational program designed to give students a wide variety of experiences. These courses are generally clustered around some very broad concepts such as construction, manufacturing, communication, food, and hospitality.
FBLA	Future Business Leaders of America. The student youth group associated with business and office education.
FHA - HERO	Future Homemakers of America-Home Economics Related Occupations. The vocational youth group associated with home economics.
FFA	Future Farmers of America. The vocational youth group associated with agriculture.

GED	General Education Development (The full name is "General Education Development Testing Service."). This is a testing service for adults who have not completed their formal high school education. Through satisfactory test performance, adults may earn a high school equivalency certificate, qualify for admission to college, or meet educational requirements for employment or promotion in a job.
Handicapped	A condition that interferes with learning. A handicapped person identified as mentally retarded, learning disabled, emotionally disturbed by a Multi-disciplinary Team or has a physical, visual, hearing, or speech impairment. (See Wisconsin Statute, Chapter 115.)
Health Occupations	An educational program centered around careers in the health industry. These courses are usually exploratory in nature and include observation and/or volunteer work by students.
Home Economics	An instructional program with emphasis in six general areas: food and nutrition, clothing and textiles, personal and family relations, child care and growth, housing and interiors, and consumer education.
Industrial Arts	The portion of an industrial education program that has traditonally been considered part of general education because the content has been drawn from industry. Industrial arts is now considered to be closely related to trade and industrial education. The interrelationship is referred to as Industrial Education.
Industrial Education	A vocational cluster based on occupations in industry. The programs provide for students to: 1) learn how to produce goods and services for industry, 2) learn the economics of society, consumers and industrial production, 3) learn more about industrial techniques and production methods, 4) explore careers that are available in industrial markets, 5) prepare for occupations in the world of industry. (Industrial Education harmoniously integrates industrial arts and trade and industrial education.)
LEA	Local Education Agency. A local school district or other local organization providing education services.
Local Long-Range Plan	A written set of goals and objectives for a school district, formally approved by the school board and staff. The elements of the plan are: -goals and objectives -description of current conditions and facilities -resources necessary to reach stated goals and objectives -methods by which the resources will be obtained, and goals and objectives reached
LVEC	Local Vocational Education Coordinator. A qualified vocational education staff member who has overall responsibilities for a vocational education program at the secondary level. This person works with <u>all</u> departments relating to the vocational education program, conducts or assists in inservice programs, helps establish and utilize steering or advisory committees, maintains liaison with community resources including Job Service, vocational/technical schools, labor and employer groups.
On-the-Job Training	A training program where students work at a job and are trained by the employer to perform specific jobs or tasks while working for the employer. No school credit, supervision, or coordination is usually connected with this type of program.
OSHA	Occupational Safety and Health Act (P.L. 91-596) The law is administered by the U.S. Department of Labor and Wisconsin Department of Industry, Labor and Human Resources. It was passed by Congress "to assure so far as possible every man and woman in the nation safe and healthful working conditions and to preserve our human resources."
Prerequisites	Those courses which must be successfully completed before enrollment in an Occupational Preparation Program(s).

PSE	Public Service Employment. A federally funded program through CETA whereby unemployed people are provided employment in public or nonprofit institutions with the hope that the job may become permanent.
Sequence Course	A course or courses in a total vocational program area leading up to an Occupational Preparation Program(s).
Simulation	A method of instruction for vocational classes where actual and related experiences are provided within the classroom or school lab. Students may complete in-school projects and/or observe or work for brief periods of time outside the school. This type of class meets at least two hours per day.
Special Needs	A generic term for students who for whatever reason, cannot be expected to succeed in a regular vocational education program designed for "normal" or "average" students without some form of supportive assistance. This inability to succeed is very often a result of the fact that a student is either handicapped or disadvantaged.
Student Trainee	The student who is enrolled in a bonafied program of education and/or training on a job.
T & I	Trade and Industry. That part of industrial education generally thought of to be "vocational" and relating to the skilled trades and industry.
Task Analysis	A process of identifying and categorizing the work done by a given employee in a work situation.
Training Agreement or Plan	A formal agreement developed by an employer and vocational education teacher to provide meaningful job training in a variety of work situations. The agreement is signed by the employer, student, parents, and the school.
Training Sponsor	The person on a job in a training situation that the student will be directly responsible to and work with during the training period.
Training Station	A job site that student reports to for the work training portion of a co-op training program.
USOE	U.S. Office of Education. One of the three principal units in the federal Department of Health, Education and Welfare.
VEA	Vocational Education Act. Originally passed in 1963, amended in 1968, and now consolidated as part of the Educational Amendments of 1976 (P.L. 94-482). The purpose of the Act is to: 1) improve planning for Vocational and Manpower programs, (2) expand, improve, and where necessary, maintain existing Vocational Education programs, (3) overcome sex discrimination in Vocational Education, 4) develop courses for new and emerging occupations, and 5) provide work-study assistance to students.
VICA	Vocational Industrial Clubs of America. The vocational youth group for industrial education and health occupations.
Vocational Education	That part of education that prepares students for future employment. It serves students a certain percentage of whom have career objectives and who are ready to be prepared for employment. In secondary education some career objectives may also require additional post-high school training.
V-TECS	Vocational-Technical Education Consortium of States. A cooperative effort of thirteen states, the U.S. Air Force, the U.S. Navy, and the national business/industry/labor community. The Consortium promotes performance-based instruction in vocational/technical education programs. As a part of this work, "V-TECS" produces catalogs of performance-based curricula.
VTAE	Vocational, Technical and Adult Education. A system of sixteen post-secondary school districts throughout the state.

WAVAE	Wiscosin Association for Vocational and Adult Education. The Wisconsin Chapter of the American Vocational Education Association.
WBVTAE	Wisconsin Board of Vocational, Technical and Adult Education. Sometimes referred to as the "State Board." The state agency responsible for vocational education. The primary missions include post-high school vocational and technical programs, and adult education, apprenticeships, continuing education and extension programs. Responsibility for secondary vocational education has been delegated to the Department of Public Instruction.
Work Experience	A program whereby students are permitted to work as part of their general education. Students in this program are not required to enroll in a vocational education class related to their job situation but may be given prevocational instruction as part of the total program; the supervision of students on the job is generally minimal compared to a co-op program.
WECEP	Work Experience and Career Exploration Program. A combination of school and supervised work experience for fourteen and fifteen year old students who are not profiting from the regular school program. A dropout prevention program.
Work Study	A program of vocational education in which students who are in need of earnings to remain in school are employed by nonprofit organizations. Students must be enrolled in approved vocational education courses in their school but their work need not be related to their career objectives or their classroom work.
YWE	Youth Work Experience. A CETA program designed to give economically disadvantaged youth work and/or training.
YEDPA	Youth Employment and Demonstration Project Act (Title VIII of the federal CETA program). Provides grants from prime sponsors for unemployed youths from ages 16 through 23. The grants are negotiated with high schools.
YETP	Youth Employment Training Program. A sub-program of YEDPA. This program provides funds for youths from ages 14 through 21 through joint agreements between prime sponsors and local education agencies.

SECTION IX

9.0 APPENDICES

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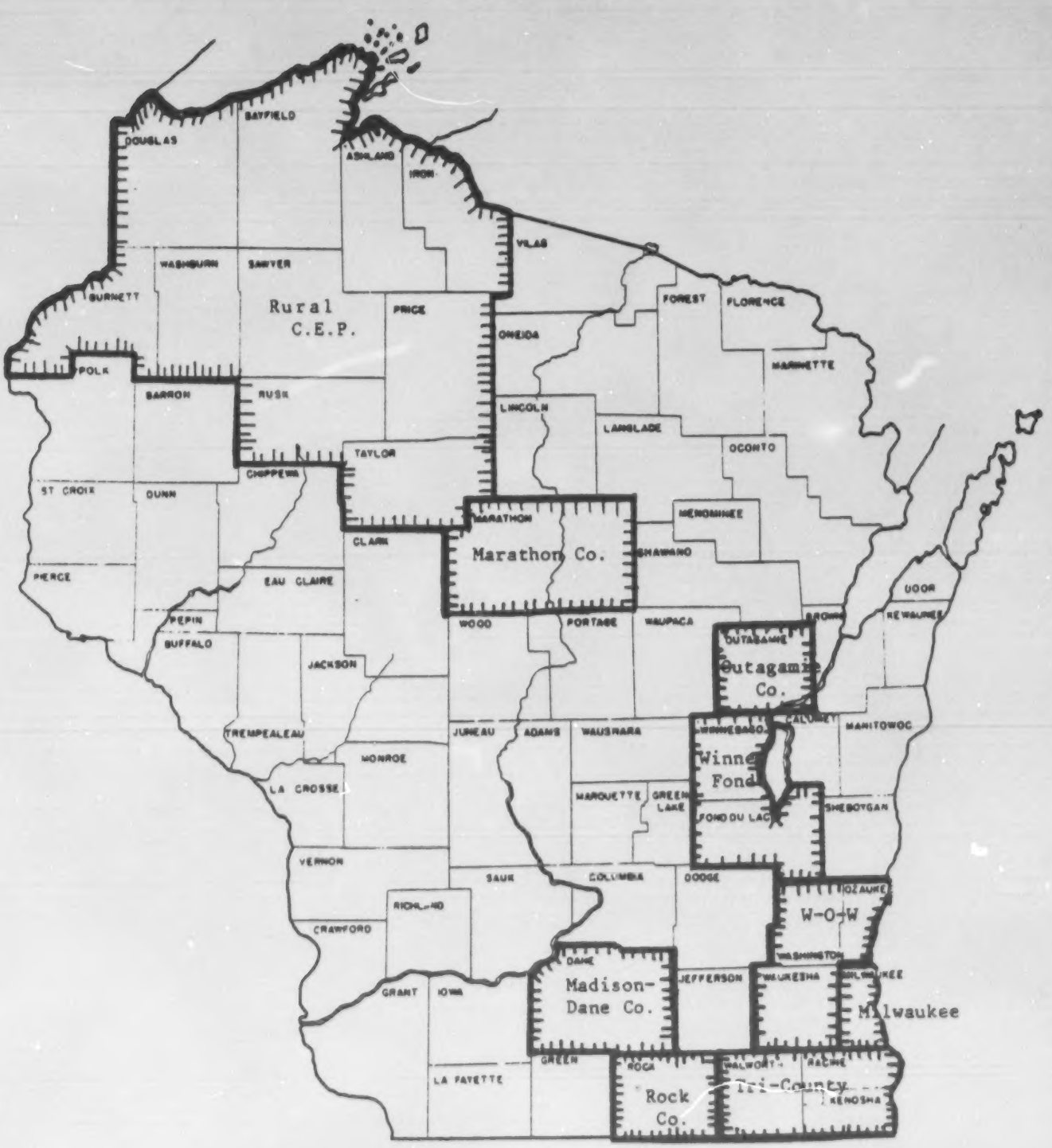
9.1 WISCONSIN CETA PRIME SPONSORS

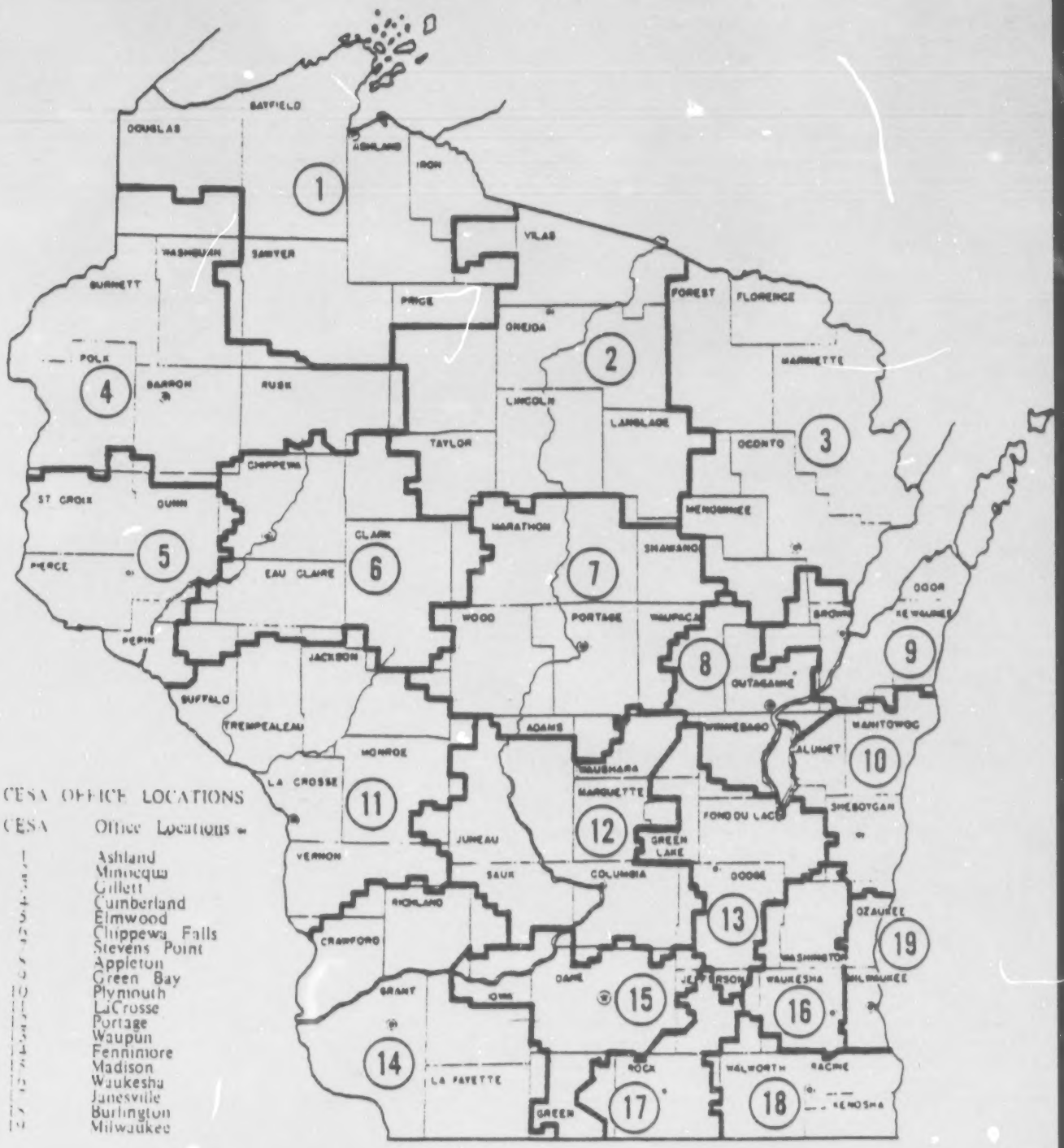


All Wisconsin counties not otherwise specified are in the area served by the Balance of State Prime Sponsor.

CETA PROGRAM DIRECTORS

	LOCATION	DIRECTOR	TELEPHONE
1.	DANE COUNTY-CITY OF MADISON CONSORTIUM 16 N. Carrol St. Madison, WI 53703	City of Madison Pam Anderson, Director Dane County Lucille Morris, Manpower Planner	(608) 266-6570 (608) 266-4192
2.	MARATHON COUNTY Manpower Planning Office 427 4th St. P.O. Box 569 Wausau, WI 54401	John Cook, Manpower Planner	(715) 845-6231
3.	MILWAUKEE COUNTY Manpower Division Office of County Executive Milw. Co. Courthouse 901 N. Ninth St. Milwaukee, WI 53233	Milwaukee County Ellen Powers, Director City of Milwaukee Betsy Kupperman City Hall-Mayors Office 200 E. Wells Milwaukee, WI 53208	(414) 278-4304 (414) 278-2201
4.	OUTAGAMIE COUNTY Outagamie County Courthouse Appleton, WI 54911	Jim Lauer, Manpower Planner	(414) 739-9211
5.	ROCK COUNTY Rock County Courthouse 51 South Main St. Janesville, WI 53545	James Zipperer Office of Co. Administration	(608) 752-9481
6.	STATE OF WISCONSIN State Manpower Council 30 W. Mifflin St. Madison, WI 53703	Phil Lerman, Executive Director David Pedro	(608) 266-7946
7.	TRI-COUNTY CETAC (Racine, Kenosha, Walworth) Suite 310 524 Main St. Racine, WI 53403	George Moore, Director	(414) 636-3281
8.	WAUKESHA-OZAUKEE-WASHINGTON CONSORTIUM Office of Manpower Programs Waukesha County Courthouse 515 W. Moreland Blvd. Waukesha, WI 53186	Leonard F. Cors, Chief Manpower Planner	(414) 544-8046
9.	WINNE-FOND CONSORTIUM Manpower Planning Office Wittman Airport P.O. Box 2685 Oshkosh, WI 54901	Helen Kenney, Director	(414) 235-6024
10.	NORTHWEST WISCONSIN CEP. INC. 618 W. Second St. Ashland, WI 54806	James Bonney, Director	(715) 682-5544

9.2 WISCONSIN CESA AGENCIES



CESA OFFICE LOCATIONS

CESA	Office Locations
1	Ashland
2	Minocqua
3	Gillett
4	Cumberland
5	Elmwood
6	Chippewa Falls
7	Stevens Point
8	Appleton
9	Green Bay
10	Plymouth
11	LaCrosse
12	Portage
13	Waupun
14	Fennimore
15	Madison
16	Waukesha
17	Janesville
18	Burlington
19	Milwaukee

WISCONSIN COOPERATIVE EDUCATIONAL SERVICE AGENCIES

9.3 LIST OF FUNDING SOURCES

1. Federal Register
   U.S. Government Printing Office ($45 per year)
   Washington, D.C. 20402
   (The availability of federal funds is described on a continuous basis in this publication.)

2. Catalog of Federal Domestic Assistance
   U.S. Office of Management and Budget
   U.S. Government Printing Office
   Washington, D.C. 20402

3. Catalog of Federal Education Assistance Programs
   U.S. Government Printing Office
   Washington, D.C. 20402

4. Commerce Business Daily
   U.S. Government Printing Office ($75 per year)
   Washington, D.C. 20402

5. Grants Administration
   National Graduate University
   1630 Kalmia Road, N.W.
   Washington, D.C. 20012

6. Guide to Proposal Writing
   American Association of State Colleges and Universities
   One Dupont Circle, N.W.
   Suite 700
   Washington, D.C. 20036

7. How to Prepare Research Proposals
   Syracuse University Bookstore
   303 University Place
   Syracuse, N.Y. 13210

8. Federal Research Report
   Washington, D.C. 20000

9. The Foundation Directory
   Columbia University Press
   136 South Broadway
   Hudson, N.Y. 10533

10. Wisconsin Board of Vocational, Technical and Adult Education
    4802 Sheboygan Aveune - 7th Floor
    Madison, WI 53702
    Attn: Consultant from your occupational area

11. Wisconsin Department of Public Instruction
    126 Langdon Street
    Madison, WI 53702
    Attn: Supervisor from your discipline

9.4 GUIDELINES ON THE IMPLEMENTATION OF THE COMPULSORY ATTENDANCE PROVISIONS OF SECTION 7.118.15 AS REPEALED AND RECREATED BY CHAPTER 501

General Provisions:

A 16-year old attendance law applies throughout the state.

An 18-year old attendance law applies if a school district has within its boundaries a vocational-technical school with a day class program as designated by the Wisconsin Board of Vocational, Technical and Adult Education.

Public School districts can enter into contracts with vocational-technical school districts to provide instruction for compulsory-age students under this law according to the following conditions:

A. Students must meet the following criteria to be eligible for participation:

1. be 16 to 18 years of age,
2. be enrolled as a full-time student in their high school,
3. live in a high school district that has a vocational-technical school with a designated day class program within its boundary,
4. have consent of parent or legal custodian to participate,
5. have consent of high school board to participate, and
6. be able to profit from the instruction to be provided.

B. Courses which will qualify must:

1. be developed and established by the area vocational-technical school board within time and space available for such programs,
2. meet standards for high school graduation, and
3. be appropriate vocational education as defined by the State Superintendant and the State Director.

C. Contracts negotiated between vocational-technical schools and local school districts under the provisions of this Act will include the following expenditures on a full-cost of instruction basis:

(See Department of Publication Instruction Uniform Accounting Handbook for detailed expenditures to be included under each heading.)

1. OPERATIONAL
   - A. Administration
   - B. Instruction
     - (1) Salaries
     - (2) Supplies
   - C. Attendance
   - D. Health
   - E. Operation
   - F. Maintenance
   - G. Fixed Charges

2. NON-OPERATIONAL
   - A. Capital Outlay
     - (1) Equipment

D. State Aids:

School districts are eligible for the receipt of state aids for students attending Vocational-Techncial schools under the provisions of this Act on annual reports filed with the State Superintendent of Public Instruction.

1. GENERAL AID
   - A. Students attending vocational-technical schools under this Act will be included in the school district membership for the computation of state aids.
   - B. Operational cost as identified in "C", plus cost of transportation will be included in the local school district Net Cost of Operation for the computation of equalization.

2. TRANSPORTATION AID
   Local school districts are eligible to receive general transportation aid for students transported to the Vocational-Technical school under this Act.

9.5 SUGGESTED PROGRAM IMPROVEMENT

Introduction

The following section on Program Improvement was contributed by Local Vocational Education Coordinators throughout the State. The ideas and suggestions in this section are not necessarily official Department of Public Instruction policy, yet the section reflects the combined expertise and experience of its writers. It should be invaluable to other teachers and administrators who are striving to provide excellent vocational programs.

9.5a PROGRAM IMPROVEMENT IN A NO-GROWTH SITUATION

Program improvement is often considered to be synonymous with program expansion. "Bigger and better" is spoken in the same breath. Yet many schools find themselves unable to expand or add programs because of financial constraints and declining or stabilized student enrollments. When growth is not feasible, the temptation is to assume that not much can be done to improve programs. The point to be made here is that improvement should go on whether or not programs expand, stay the same, or even become smaller. For any improvement to take place, planning is necessary.

Planning gives a big edge. It allows the LVEC to control the future of the vocational program to some extent and to make the best possible response to opportunities and problems. Without planning, the LVEC's only alternative is to react to events, thereby letting other interests determine the future of the vocational program.

As valuable as it is, planning has never been easy. It is perhaps less easy today than ever before. Plans are based on forecasts and forecasting these days is frustrating due to rapidly changing technologies, markets, political alignments, and societal expectations. These changes make planning intricate and difficult. That, plus the fact that planning may force changes in thinking and operating, causes many administrators to shy away from it.

It is inescapable that excellence in vocational education programs will be had only with planning. Planning cannot be done without goals. The following questions constitute the materials of objectives and goals that lead to program excellence. LVEC's should thoughtfully consider each question. Any that cannot be answered with a definite yes should probably be identified as goals to work towards. These should appear in or be reflected in the district's local long-range plan for vocational education.

1. Do you receive finanical support from local, state and federal sources?
2. Are all the vocational programs beneficial to students and community?
3. Are all vocational programs operated efficiently with maximum effectiveness?
4. Do you expect and look for improved student performance?
5. Do all the vocational programs provide a learning environment that closely resembles the world of work by:
   a) Using the most current instructional tools available?
   b) Utilizing community specialists in instruction?
6. Have different methodologies for delivering instructional programs been examined?
7. Do handicapped students have access to their fair share of vocational education?
8. Do modifications or supplemental services exist in regular vocational programs that enable students with special needs to succeed in them?
9. In addressing the issue of equal access to vocational education for both sexes, have efforts been made in addition to removing gender-based enrollment restrictions?
10. Are counselors involved to a significant degree in vocational programs so as to more knowledgeably counsel students about them?
11. Is there coordination with other agencies such as neighboring school districts, CESA agencies, universities, private school, in delivering vocational education?
12. Do you participate actively in the formalized articulation activities of your VTAE district?

13. Do vocational personnel accept responsibility for placement and follow-up of students who have matriculated through the programs?

14. Are there any efforts or projects designed to facilitate the transition from school to work?

15. Do you regularly seek and utilize the counsel of advisory committees, particularly in determining the extent to which vocational programs are meeting their goals and objectives?

16. Is the community substantially and continuously involved in vocational-education programs?

17. Is there interaction between the school and businesses and industries in the community?

18. Has local commitment been secured to ensure that needs of students and community are met in the vocational program?

19. Are inservice programs for vocational staff members held to improve teaching techniques or develop usable curriculum materials?

20. Has a viable consumer homemaking education program been implemented that emphasizes the economic, social, and cultural needs of youth?

21. Has at least one multi-disciplinary approach been used to deliver an instructional program or course?

22. Have opportunities been explored for vocational teachers to be employed jointly by the school system and industry?

23. Have teaching assignments been modified to promote flexibility and opportunities for teachers to instruct in more than one area or department?

24. Have you as LVEC assumed responsibility for bringing legislators up to date on local vocational programs?

9.5b THE PUBLIC INFORMATION PROGRAM FOR VOCATIONAL EDUCATION

A good public information program for vocational education is essential. Vocational programs often cost more than other kinds of programs. Sometimes the goals of the secondary vocational program are misunderstood by members of the community. Therefore, the aims and accomplishments of quality vocational programs must be publicized. People outside of school, as well as the persons within the school, need to be made aware of what vocational education is all about. The public information program includes the entire vocational program, not just the funded programs. The LVEC has the primary responsibility for this activity. However, all vocational teachers and students must take an active part to make the public information program effective.

Effective public information programs must be well planned and organized. The plan should include a variety of approaches. Within the department, the school, and the community are many opportunities to promote vocational education. Not all are needed or appropriate at all times. In planning any public information activity, the LVEC should consider four questions:

What is to be told? Who will hear or read it?

Who should tell it? What is the the best way to tell it?

WAYS TO PROMOTE VOCATIONAL EDUCATION WITHIN THE DEPARTMENT INCLUDE:

1. Have students create bulletin boards or window displays of class projects.
2. Sponsor poster-making contests.
3. Exchange students within the department for a day or week.
4. Have demonstrations by students in other classes.
5. Exchange teachers within the department for a day or week.
6. Select a:
   "Project of the Week"
   "Student of the Week"
   "Industry of the Week"
   "Teacher of the Week"

   Give this "feature of the week" special recognition.
7. Make special abilities of students within the department available to others. (Do not exploit)
8. Publicize successes of former students. (Utilize data from follow-up studies to support effectiveness of programs.)
9. Promote involvement of all students from department in student clubs.

WAYS TO PROMOTE VOCATIONAL EDUCATION WITHIN THE SCHOOL INCLUDE:

10. Expand suggestions given above.
11. Devise team approaches for projects such as:

    English class writes articles on vocational education
    Art class draws posters or designs displays
    Speech class prepares and presents speech on vocational education
    Driver education demonstrates auto or small engine repair
    Social studies class considers effects of organized labor
    Math class studies unit on shop math

    (A team approach can be used in nearly every kind of activity. It will be a great help to teachers and students alike in understanding each other's goal.)
12. Promote student organizations by displaying accomplishments, wearing emblems on pockets.
13. Promote student organizations through joint efforts such as ushering, taking tickets, working at snack stands.
14. Have open house within the school.

15. Have a trade fair displaying projects made.

16. Give special recognition to vocational students and teachers.

17. Coordinate exchange programs to acquaint other teachers and counselors with vocational education.

18. Sponsor a Career Day for all students involving business and industry.

19. Plan an orientation by vocational students of all incoming students. Students present vocational information to freshmen before they sign up for classes. This is especially helpful for Occupational Preparation Program(s) sequence courses.

20. Encourage vocationally-oriented students to become involved in extracurricular school activities such as government, forensics, debate and so forth.

WAYS TO PROMOTE VOCATIONAL EDUCATION WITHIN THE COMMUNITY INCLUDE:

21. Publicize all events described in the preceding sections.

22. Utilize radio and television.

23. Submit public service announcements to radio and television stations.

24. Arrange for vocational education staff and students to appear on talk shows.

25. Arrange interviews and testimonials of former students highlighting their successes.

26. Invite television cameras into vocational classes and labs.

27. Utilize newspapers.

28. Write or invite feature articles on students or programs.

29. Compile a photo display of programs.

30. Encourage students and/or parents to write editorials or letters to the editor about the program.

31. Request coverage of signing of mayoral proclamation for Vocational Education Week.

32. Present citations or awards to employers, civic leaders, school personnel or parents who have contributed to vocational education. Request that a reporter cover the event.

33. Involve the community.

34. Sponsor joint school/community recognition banquets (breakfasts, lunches or dinners).

35. Sponsor an open house for community members with special displays and demonstrations. Invite local legislators.

36. During Vocational Education Week, secure pledges of training stations for cooperative programs.

37. Conduct simulated job interviews for students using business leaders as interviewers.

38. Print special napkins, placemats, envelope stuffers, hanger cover. Distribute in the community.

39. Enclose "stuffers" in billing notices sent out by community businesses such as banks or power companies.

40. Sponsor a forum or seminar on vocational education.

41. Write letters of appreciation to business and industry leaders who have supported vocational education.

42. Organize speakers bureau of students to speak to civic and community groups on vocational education.

43. Show slide-tape presentations on local vocational education programs to civic groups.

ADDITIONAL RESOURCES

Promoting Vocational Education: A Public Relations Handbook for Vocational Educators, The American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20050 (Single copies, $4.00 each)

A worksheet like this one will help the LVEC to assess what community resources are available not only for the public information programs, but for other kinds of cooperative efforts as well.

	Public Relations	Advisory Committee	Work Stations	Information Planning Evaluation Resources	Financial Assistance
Media					
Newspaper					
Radio					
T.V.					
Organizations and Agencies					
American Legion Auxiliary					
V.F.W. Auxiliary					
Kiwanis					
Lions					
Rotary					
A.A.U.W.					
Police/Sheriff Department					
Fire Department					
Health Department					
Chamber of Commerce					
J.C.'s					
Red Cross					
Boy Scouts					
Girl Scouts					
Explorers					
DNR					
Labor Organizations					
Political Organizations					
Special Interest Organizations					
Medical					
Dental					
Nurses					
Farmers					
Secretaries					
Alumni					
Parent-Teacher					
In-School Groups					
DECA					
FBLA					
FFA					
FHA					
HERO					
VICA					
Educational					
VTAE					
DPI					
BVACE					
College or University					
Extension Services					

9.5c POLITICAL CONSIDERATIONS THAT AFFECT VOCATIONAL EDUCATION

Vocational education today is the product of political activity that started as early as 1906 with the formation of the National Safety for the Promotion of Industrial Education (NSPIE). This forerunner of the American Vocational Association had as members professional people from agriculture, business, industry, government. The Society was responsible for creating interest in a vocational curriculum in the high schools of America. It used every means it could muster to introduce the topic to the public and to create a legislative climate in which a vocational education bill could receive consideration. The first federal vocational legislation, the Smith-Hughes Act, was signed into law on February 23, 1919. It is evident that vocational education experienced a long planning period; its advocates studied the nature of vocational education, determined the need for it, and considered what systems were required to deliver it. It became necessary from time to time to re-interpret the principles of vocational education in response to social changes. This was accomplished primarily by federal legislation in 1917, 1929, 1934, 1936, 1946, 1963, 1968, 1972, and mostly recently in 1976.

Federal vocational legislation promoted the national welfare, development of standards, strong teacher education programs, leadership development, and excellence in teaching. More recently, this legislation has encouraged delivery of vocational education to the disadvantaged and handicapped, elimination of sex role stereotyping in occupational selection and training, development of consumer education programs, and strengthening of vocational guidance and counseling. Federal legislation has also stimulated the development of vocational student organizations which have been vehicles for leadership development for their members.

POLITICAL INFLUENCES ON FUTURE VOCATIONAL EDUCATION PLANNING

Evvron Kirkpatrick, Executive Director of the American Political Science Association, in his address to the National Bicentennial Conference on Vocational Education in 1976, singled out four political realities that impact on future vocational education planning:

1. A shift from private to public decision-making has occurred. Organized pressure groups such as women, older citizens, disadvantaged minorities, and the young have a great deal of impact on these public decisions.

2. Short-range political events are likely to be of little importance. There will be little change in the composition of the House of Representatives, the Senate, or in governorships. Even future presidential elections will have little impact on vocational education.

3. Citizen views are changing. Popular and governmental support for domestic programs as against institutional programs is increasing, as public confidence in most societal institutions declines.

4. We must evaluate our planning in vocational education, concentrating on goal clarification, improved data collection and dissemination, more research, and projections to better predict and respond to trends in employment.

Kirkpatrick said, "Our decisions and plans depend to a very considerable extent on our expectations about the future." Vocational educators will of necessity, engage in more total planning for vocational education. They will need to gain the support of decision-making groups such as advisory councils, boards of education, local units of government, and ultimately state and federal officials.

THE VOCATIONAL EDUCATOR IN THE POLITICAL ARENA

Vocational teachers and administrators must be concerned about political activities related to vocational education and manpower legislation. Being involved in political activity should not be construed as being involved in party politics. It is reasonable and proper for professionals to be supportive and informed, and involved in political activities that affect vocational education and manpower programs for youths and adults.

This can best be accomplished by holding membership in and being actively involved in professional organizations and local service organizations and civic groups. Professional organizations have been extremely effective in lobbying for vocational education and manpower legislation at the state and federal level. They have also provided communication networks to keep members informed of professional and legislative activities.

SUGGESTED ACTIVITIES FOR VOCATIONAL EDUCATORS

1. Disseminate information on current issues and legislation that pertain to vocational education and manpower training.

2. Take measures to influence current bills in the Senate, Assembly, and Congress that pertain to vocational education and manpower training.

3. Maintain a file on current legislative matters.

4. Maintain liaisons with the registered lobbyists who influence vocational education and manpower legislation.

5. Submit resolutions that relate to vocational education for consideration to your professional organizations.

6. Educate your professional cohorts to the legislative process.

7. Maintain communications with your elected officials who make decisions relating to vocational education and manpower training issues.

8. Invite elected officials to visit your school and view your programs on a first-hand basis. This may be accomplished by having them as speakers at student organization banquets, sponsor dinners, advisory committee meetings or all school assembly programs.

9. Be prepared and willing to act as a speaker or panelist as it relates to programs and issues relating to vocational education.

POINTS TO REMEMBER WHEN CONTACTING A LEGISLATOR*

1. Form letters generally do not carry much weight. The legislators know from experience that sudden outpourings, with suspicious similarity, are largely from persons who were goaded into signing a form letter of petition by some lobbyist or political action group.

2. Be yourself and write your own letter. It's the carefully thought out individual letter that a lawmaker appreciates. Write to your state or federal representative just as you would write to anyone else. The influence of your communication depends upon the point you make and the clarity with which you make it. Set forth exactly why you consider a bill good or bad and how you feel it would affect you and your representative's district. Handwritten letters are as effective or more effective than typed letters.

3. Courtesy always: Threats, warnings and abuse merely antagonize your legislative representatives. The legislator is well aware that he may be your "second favorite" candidate in the next election if he lets you down. Nor does he need to be wooed with a promise of "all-out" support at the polls if he votes the "right way." If you and your organization muster enough votes at election time, he knows that too. If you are pleased with a legislator's position on a bill or with his vote, call him or write to him to thank him for his stand. This is important. Letters to a legislator for a job well done are altogether too rare.

4. Follow through: Almost all legislators answer their mail, but if your reply is just a brief acknowledgement, contact the legislator again to ask for more specific information; such as, how he stands on the issue, how he feels towards its success, or if he proposes to oppose it. It is unlikely that he will ignore your second follow-up request and he will appreciate your proven interest in the bill. In short, persistence pays.

5. Another thing to remember when a bill is referred to a committee, is to send a copy of the letter you sent to your legislator to the chairman of the standing committee to which the legislation is referred. This information is generally available from your professional organization.

*Taken in part from Legislative News - Wisconsin State AFL-CIO, December, 1977.

SAMPLE LETTER OF SUPPORT TO A LEGISLATOR

The Honorable Ms. Erin Smith
U.S. Senate
Washington, D.C. 20515

Dear Senator Smith:

WRITER IDENTIFIES SPECIFIC BILL OR PROPOSAL

It is my understanding that there is a proposal in the Senate to cut funds for consumer and homemaking education by seven million dollars.

I urge you to use your influence to restore these funds and to persuade your colleagues in the Senate to do likewise.

WRITER TRIES TO SHOW LOCAL IMPACT OF LEGISLATION ACTION

I serve as a Local Vocational Education Coordinator (LVEC) at Straddle Junction High School. Of 800 students enrolled, ninety percent of them take courses in consumer homemaking. We feel it is an essential part of preparing students for their dual roles as wage earners and homemaker-consumers. We have worked particularly hard to get a balance between boys and girls in these classes and have seen a 200% increase in the number of boys enrolling in them. If we were to lose even ten percent of our Vocational Education Act funding for consumer-homemaking it is likely that the high school will have to drop three of the five courses.

I would appreciate being kept up to date on the proposed cut. Thank you for your consideration in this matter.

Sincerely yours,

SAMPLE LETTER OF THANKS TO A LEGISLATURE

The Honorable Ms. Erin Smith
U. S. Senate
Washington, D.C. 20515

Dear Senator Smith:

THE THANK YOU LETTER IS OFTEN NEGLECTED. YET A LETTER OF THANKS IS AN ESSENTIAL INGREDIENT IN EFFECTIVE COMMUNICATION WITH POLICYMAKERS.

Please accept my thanks for supporting the restoration of seven million in funds for consumer homemaking. I'm sure I join with many of your constituents in Central Wisconsin in expressing appreciation of your support of the measure.

I am looking forward to future opportunities to be in contact with you regarding vocational education in Wisconsin. Best wishes to you for a successful campaign.

Sincerely yours,

LETTERS TO LEGISLATORS

When writing to elected officials, address them correctly. Use the following forms:

Addressee	Salutation	Envelope and Inside Address
Congressman	Dear Representative Jones	The Honorable Mr. Jones
Governor	Dear Governor Jones	The Honorable Ms. Jones
Mayor	Dear Mayor Jones	The Honorable Mr. Jones
President of the United States	Dear President Jones	The President
Senator	Dear Senator Jones	The Honorable Ms. Jones

RESOURCES

1. "Manpower and Vocational Education Weekly"
   Published by: Capital Publicators, Inc.
   2430 Pensylvania Ave., N.W.
   Washington, D.C. 20037

2. "Senate Manual Wisconsin Legislature"
   Donald J. Schneider
   Chief Clerk of the Senate
   State Capitol
   Madison, WI 53702

3. "The State of Wisconsin-Blue Book"
   Department of Administration
   Document Sales and Distribution
   202 S. Thornton Ave.
   Madison, WI 53702

4. "News and Views"
   Wisconsin Education Association
   222 West Washington Ave.
   Madison, WI 53703.

5. "Wisconsin School News"
   Wisconsin Association of School Boards, Inc.
   Box 160
   Winneconne, WI

6. "WAVAE Legislative Newsletter"
   Executive Secretary, WAVAE
   Inn on the Park
   22 South Carroll St.
   Madison, WI 53703

7. WAVAE Lifeline
   Editor
   Inn on the Park
   22 South Carroll St.
   Madison, WI 53703

8. "AVA Membergram"
   American Vocation Association
   1025-15th St., N.W.
   Washington, D.C.

9. "AVA Journal"
   (Same as above)

10. "Wisconsin Taxpayer Alliance Legislative Service"
    335 West Wilson St.
    Madison, WI 53703

11. "Legislative Scoreboard"
    National Advisory Council on Vocational Education
    425 Thirteenth St., N.W.
    Suite 412
    Washington, D.C. 20004

"PROGRAM IMPROVEMENT IN A NO-GROWTH SITUATION"
Written by Everett W. Marg

"THE PUBLIC INFORMATION PROGRAM FOR VOCATIONAL EDUCATION"
Written by Carol Miller

"POLITICAL CONSIDERATIONS THAT AFFECT VOCATIONAL EDUCATION"
Written by William Maurina

The authors listed above prepared these materials for the Bureau for Vocational and Career Education, Wisconsin Department of Public Instruction.

SECTION X

10.0 SUPPLEMENTAL BULLETINS